

Psychology (XPS01/YPS01)

Editable Scheme of Work



How to use this Scheme of Work

This Scheme of Work (SoW) is a suggested approach for a 180-hour course to enable the completion of the **International Advanced Subsidiary Psychology** and for a 360-hour course to enable the completion of the **International Advanced Level Psychology** qualification content. It provides an approximate teaching time of 288 hours, with approximately 24 hours dedicated to consolidation, assessment and feedback of units, and the remaining hours allocated to revision and examination time. The assumption is made that each lesson is roughly one hour and that there are roughly 6 Guided Learning Hours over 30 weeks to give a total of 180 hours for the **International Advanced Subsidiary Psychology** and 60 weeks of teaching to give a total of 360 hours for the **International Advanced Level Psychology**.

This Scheme of Work is not intended to be prescriptive. This document is editable to allow for any adaptations you may wish to make to best suit your teaching style and learner needs.

The columns in this Scheme of Work indicate:

- An approximate number of week(s) allocated to the course content.
- Which section of the specification each week relates to.
- Explicit reference is made to what course content needs covering in each week.
- Suggested activities that provide teaching ideas that could be used to support the teaching of lessons, including teaching points to consider.

Suggested resources

To support the teaching and learning of this content, you will be able to find additional support material on the IAL Psychology qualification teaching and learning webpage, which can be found [here](#). The IAL Psychology textbook is also available for purchase and can be used to support the delivery of the qualification.

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Week	Topic Theme	Learning outcomes	Suggested activities/resources
Unit 1: Social and cognitive psychology			
1	Topic A: Social psychology Introduction to psychology	Students will be able to: To build a general understanding of psychological approaches, theory/explanation and research studies, and how to use science to evaluate research and the building of scientific knowledge. Gain an understanding of ethical implications of psychological research with human participants.	● Students to consider the question 'what is a garden?' through discussing what types of people are interested in a garden; how they would see the garden, what they would be interested in and what tools they would use in the garden. This activity will help them understand that the psychological approaches take different perspectives and have different methodologies when building psychological knowledge. ● Students to build a brief account of the assumptions of the social, cognitive, biological and learning approaches and use them to understand a range of novel behaviour. ● Provide students with a brief account of psychological research and theory, asking students to identify which is theory and which research and to match them. This demonstrates how knowledge is built through evidence and how evidence can be used to support psychological explanations. ● Start to develop evaluation skills using De Bono's Six Thinking Hats to discuss the explanations and studies. ● Introduce concepts of validity, generalisability, reliability, objectivity/subjectivity, credibility, and ethics and get students to build a student evaluation toolkit. ● Student's to develop a vocabulary book to identify key terms and supply definitions. ● Develop a student toolkit for evaluation of theory and research studies. Use the toolkit to revisit one study and one explanation that can be further evaluated. Laminate the student toolkit for later use. ● Introduce students to the taxonomy. Display each injunction in the classroom and add the taxonomy with interpretation in the vocabulary book. <u>Teaching points to note:</u> Ensure students have a complete set of notes on the key assumptions of each of the four approaches and the student toolkit. These can be laminated and used throughout the course. Use the vocabulary books regularly when a new term is encountered. De Bono's Six Thinking Hats encourages students to be reflective learners and have the skills to evaluate and consider without fear of criticism.
2	Topic A: Social psychology Obedience	Students will be able to: Understand two theories of obedience and the research that	<i>1.1.1 Theories of obedience, including agency theory and social power theory.</i> • Students to discuss how obedience could have been a factor in a particular context, e.g. the holocaust, or other given example. • Description of agency theory; students to represent pictorially using diagram or illustration.



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and dissent	demonstrates obedience/dissent. Understand the factors that can affect obedience and dissent. Understand the contemporary study of Burger (2009) and compare this to Milgram's original research.	• Conduct independent research to find evidence/evaluation for the theory. • Description of social power theory; students to predict the level of obedience to given scenarios using types of power (coercive, referent, reward, informational, legitimate, and expert) - French and Raven, and Weber. • Understand how social power applies to real life situations e.g. the workplace. <i>1.1.2 Research into obedience, including Milgram's (1963) research into obedience and three of his variation studies: rundown office block (Experiment 10), telephonic instructions (Experiment 7), ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent.</i> • Milgram's (1963) research into obedience and three of his variation studies: Rundown Office Block (Experiment 10), Telephonic instructions (Experiment 7), Ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent. • Show video footage of Milgram's research - experiment 5, 'A new Baseline' is often referred to as his original study (or relevant reproduction). • Give descriptions of variation studies for students to predict the level of obedience found. Identify the factors present in the variations that encourage dissent. • Students to identify relevant situational factors and predict obedience level in a range of novel situations; use this information to explain such situations. • Review activity -evaluate the explanations of obedience and Milgram's studies. • Use the student toolkit to evaluate Milgram's research and the explanations of obedience. <i>1.1.3 Factors affecting obedience and dissent/resistance Individual differences (personality and gender), situation and culture.</i> • Examine gender difference in obedience using a range of research. • Consider locus of control and authoritarianism/empathy as personality types and predict whether they vary in levels of obedience. Students could do a personality quiz. • Examine cross cultural variation in obedience using a range of Milgram replications/adaptations. • Construct a table of cross-cultural findings and annotate the table with procedural differences compared to Milgram. <i>Contemporary study</i> <i>1.3.2: Burger (2009) Replicating Milgram: Would people still obey today?</i> • There is a summary of this study available on the IAL Psychology Pearson website. • Read the original journal introduction and predict the methodology and outcomes of the study. • Draw an illustration of the procedure of Burger's study, using annotations to identify comparisons with Milgram's research and key variables/controls. • Read the results of the study and annotate the illustration further. • Use the student toolkit to evaluate the study and suggest how it could have been improved. <u>Teaching points to note:</u> Students should be able to draw overall conclusions about factors informed by the conclusions of the variation studies. Distinguish between theory/explanation and research studies, and how
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			research can be used as evidence. Draw attention to the nature of building psychological knowledge from research. Focus on using the student toolkit and refining how evaluation is done in psychology. Encourage students to add to their vocabulary books regularly. Other research can be used to evaluate explanations of obedience e.g. Bickman, Bushman, Hofling. Prepare homework using the taxonomy to familiarize students with some of the main injunctions. Pay particular attention to the taxonomy for essay/extended writing and set an essay for students to tackle based on a main theory or study in this section.
3	Topic A: Social psychology Conformity	Students will be able to: Understand informational and normative conformity and explanations for these types (internalisation and compliance) and social impact theory as an explanation for conformity. Understand the research by Asch and factors affecting conformity.	<i>1.1.4 Types and explanations of conformity.</i> ● Describe compliance and internalisation as types of conformity and explain each using informational and normative conformity. Students to identify types and provide explanations given a range of scenarios. ● Think up three real life examples of the different types of conformity; classmates to identify type from examples. ● Describe and illustrate social impact theory. ● Predict level of conformity of given examples using the elements of social impact theory (power, strength, immediacy). ● Think up three real life examples and get classmates to predict the level of conformity. <i>1.1.5 Research into conformity including Asch (1951) and his variation studies (1952, 1956).</i> ● Research Asch and divide the study into aims, method, procedure, controls, results and conclusions. ● Use De Bono's Six Hats to discuss the study and its implications. ● Use the student toolkit to evaluate the study further. ● Describe the variations studies and identify factors resulting in different levels of conformity. Relate these findings to compliance, internalisation, and social impact theory. <i>1.1.7 Factors affecting conformity and minority influence, including individual differences (personality), situation and culture.</i> ● Using Asch' research identify situational factors affecting conformity (group size, number of influencers). ● Describe locus of control to explain individual differences in personality. ● Students to complete a locus of control questionnaire and conformity questionnaire. ● Research cross cultural differences in conformity (Bond and Smith) and how conformity research has changed over time. <u>Teaching points to note:</u> Ensure students understand the different types of conformity well and can apply their knowledge to a range of novel situations. Use internalisation and compliance to help explain the type of conformity shown. Encourage students to predict the level of conformity likely using the elements of social impact theory. Draw upon Asch's variation studies to discuss situational factors likely to affect conformity levels.

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4	Topic A: Social psychology Conformity and minority influence	Students will be able to: Describe and evaluate <u>one</u> contemporary study from: ● Yi Huang et al (2014) Conformity to the opinions of other people lasts for no more than 3 days. ● Haun et al (2014) Children Conform to the Behaviour of Peers; Other Great Apes Stick With What They Know. Understand minority influence and the research by Moscovici, 1976 et al (1969).	<i>Contemporary study of choice (choose one)</i> <i>1.3.3 Yi Huang et al. (2014) Conformity to the opinions of other people lasts for no more than 3 days.</i> <i>1.3.4 Haun et al. (2014) Children Conform to the Behaviour of Peers; Other Great Apes Stick With What They Know.</i> ● Divide the study into aims, method, procedure, controls, results, and conclusions. ● Use De Bono's Six Hats to discuss the study and its implications. ● Use the student toolkit to write two strengths and two weaknesses of the methodology and ethical issues associated with the chosen study. <i>1.1.6 Minority influence (Moscovici, 1976)</i> ● Describe the nature of minority influence, and importance to social change. ● Using an example, such as the Suffragette movement, identify key features of minority influence displayed by this movement (e.g. consistency, flexibility, thinking style). ● Consider historical figures (Martin Luther King, Mandela, Ghandi) and identify the features that made them a minority influence. <i>Classic study</i> <i>1.3.1 Moscovici et al (1969) Influence of a Consistent Minority on the Responses of a Majority in a Color Perception Task.</i> ● There is a summary of this study available on the IAL Psychology Pearson website. ● Conduct independent research to identify the aims, method, procedure, results, and conclusion of this study. ● Use the student toolkit to evaluate this research. <u>Teaching points to note:</u> Use Moscovici's theory of minority influence and his research to identify personality (charisma) and situational factors affecting minority influence. Consider Nemeth's flexibility and compromise and Hogg & Vaughan (1995) social conditions.
5	Topic A: Social psychology Methods	Students will be able to: Understand self-report techniques as a research method used in social psychology. Distinguish between primary and secondary data types. Understand sampling and apply sampling techniques. Review ethical guidelines.	<i>1.2.1 Designing and conducting questionnaires and interviews, considering researcher effects.</i> <i>1.2.3 Unstructured, semi-structured and structured interviews, open, closed (including ranked scale) questions.</i> ● Describe the nature of self-report data. ● Identify different types of interviews and questionnaire, adding key terms and definitions to vocabulary books. ● Student's to construct their own questionnaire (using different types of questions) to investigate conformity, administer the questionnaire and ask respondents for constructive feedback. ● Matching task; match methodological and ethical comments to types of self-report.



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Prepare for the practical investigation.

Analysis quantitative data: calculating measures of central tendency, data tables, graphical presentation, and measures of dispersion, percentages, ratios, fractions and distribution.

Understand qualitative data analysis.

1.2.2 Primary and secondary

- Distinguish between primary data collection and secondary data collection (perhaps using meta-analysis as an example of secondary data collection).

1.2.4 Alternative hypotheses

- Construct operationalised alternative hypotheses for a range of given study aims.
- Identify and construct hypotheses for the key studies in this specification.

1.2.5 Random, stratified, volunteer, and opportunity sampling techniques.

- Sampling with different coloured sweets: conduct a random, stratified, volunteer and opportunity sampling technique on a packet of coloured sweets.
- Consider the strengths and weaknesses of choosing different coloured sweets: sweets this way in terms of being representative of the target population (i.e. all different coloured sweets).
- Identify the target population from a range of research aims/given examples.

1.2.9 British Psychological Society (BPS) code of ethics and conduct (2009), including risk management when carrying out research in psychology.

- Use the guidelines to identify strengths and weaknesses of the studies students need to know in this topic.
- Using De Bono's Six Hats, identify emotional issues with the research, reflect on good practice, and discuss implications for the restriction of future research in this area.
- Group discussion: Can any meaningful social psychological research in psychology be conducted with strict adherence to the BPS ethical guidelines.

1.4.1 One practical research exercise to gather data relevant to topics covered in social psychology. This practical research exercise must adhere to ethical principles in both content and intention.

- Students can prepare a questionnaire using both open and a range of closed questions (including ranked scale or Likert) to investigate whether males or females self-report more obedience. This can be set as homework and students can swap questionnaire to pilot them.
- Students will need to analyse the data gathered from their questionnaire and evaluate their investigation fully.
- They can complete a short report of their practical and hand it in as homework to include a write up of the procedure, results, and discussion section of their report.

1.2.6 (List A) Analysis of quantitative data: calculating measures of central tendency (mean, median, mode), data tables (frequency tables and summary tables), graphical presentation (bar chart, histogram), measures of dispersion (range and standard deviation), percentages, ratios,



		<i>fractions.</i> - Practice calculating measures of central tendency and dispersion, percentages, fractions, and ratios on novel scenarios related to social psychology. ● Draw different types of graphical representations and annotate when and how they are used. ● Practice interpreting data tables using annotations. ● Use the SAMs material and past paper questions to practice on novel scenarios. <i>1.2.7 Normal and skewed distribution</i> ● Conduct a class survey for height and shoe size. ● Calculate the standard deviations for both variables and construct a distribution graph. ● Discuss normal and skewed distribution based on the data achieved. <i>1.2.8 Analysis of qualitative data analysis using thematic analysis</i> ● Select qualitative data to analyse such as magazine, newspaper article, speech, song (e.g. Barbie Girl by Aqua is useful to detect gender stereotyping). ● Students can read through the material and in small groups suggest themes that they can use to analyse the material. ● Produce a summary of the themes with evidence from the selected material. <u>Teaching points to note:</u> For their practical investigation, students need to gather data that can be analysed using measures of central tendency and dispersion, and to place in appropriate tables and graphs. They will need to consider carefully how they will analyse this data prior to constructing their questions. They will also need to gather meaningful qualitative data; a story completion task or extended open question will achieve this. Conduct a skills audit on students to assess mathematical competence. Remember that all tables and graphs should be appropriate to the data, fully labelled and titled. Students often confuse bar graphs and histograms, so it is important they know why and how each graph type is used. Completing the practical investigation will aid revision of research methods, but students should be reminded to revise the content of the topic in preparation for an end of topic test.
6	Topic B: Cognitive psychology Memory	Students will be able to: Understand the nature of the cognitive approach and how memory is explained. <i>2.1.1 The multi-store model of memory (Atkinson and Shiffrin, 1968), including short- and long-term memory and ideas about information processing, encoding, storage and retrieval, capacity, and duration.</i> ● Students should be aware of evidence that supports the model, for example Miller, Peterson and Peterson and they can draw on the case of HM in their supporting evidence points. ● Students can be asked to write down the name of Snow White's Seven Dwarves or Santa's reindeer (or other culturally appropriate list) to discuss the nature of encoding, storage, and retrieval.



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		● Capacity and duration of short-term memory can be tested using lists of letters/numbers/words. Conduct a primacy/recency class experiment to demonstrate short-term and long-term memory. Students to use textbooks and the Internet to investigate the multi-store model of memory and find evidence for or against the Multi-store model of memory. ● Students to be encouraged to assess the evidence they find using the student toolkit. ● Watch a video of Clive Wearing to understand the distinction between short-term and long-term memory. ● Add new key terms to vocabulary book. <i>2.1.2 The working memory model (Baddeley and Hitch, 1974) including the phonological loop, central executive, visual-spatial sketchpad, episodic buffer.</i> ● Students to complete a brief working memory test (here is an example). ● Student to investigate working memory and represent the model using a diagram, poster, model, or other visual representation. ● Conduct a dual processing task to demonstrate the difficulty with performing two similar tasks (e.g. verbal) compared to one visual and one verbal task. They should know all components along with the addition of the Episodic Buffer. ● Add new key terms to vocabulary book. <u>Teaching points to note:</u> Students will need to compare models of memory, so it would be useful to draw a table of comparison points between the multi-store model and working memory model. When evaluating the multi-store model of memory, it is important that they understand the purpose of the model was to provide a distinction between short-term and long-term memory, therefore any evaluation should relate to this. This means that evaluating the model just using evidence for short-term memory is not sufficient without contrasting evidence for long-term memory to highlight this distinction.
7	Topic B: Cognitive psychology Memory	Students will be able to: The reconstructive memory as an alternative to structural models and understand Bartlett's War of the Ghosts study. Describe and evaluate one contemporary study from: ● Darling et al. (2007) Behavioural evidence for separating components within visuo-spatial working memory. ● Sacchi et al. (2007) Changing <i>2.1.3 Reconstructive memory (Bartlett, 1932), including schema theory</i> ● Demonstrate schema by asking students to recall Bransford (1979) glass pitcher story and other examples of verbal and visual material (Brewer and Treyns, 1981). <i>Classic study</i> <i>2.3.1 Bartlett (1932) War of the Ghosts</i> ● There is a summary of this study available on the IAL Psychology Pearson website. ● Conduct an experiment on the class using Bartlett's War of the Ghosts story using serial or repeated reproduction. ● Students to quantify their recall using key story concepts or word number. ● Use the student toolkit to evaluate the War of the Ghosts study. <i>Contemporary study of choice (choose one)</i>



		history: doctored photographs affect memory for past public events. <i>2.3.3 Darling et al. (2007) Behavioural evidence for separating components within visuo-spatial working memory.</i> <i>2.3.4 Sacchi et al. (2007) Changing history: doctored photographs affect memory for past public events.</i> ● There is a summary of these studies available on the IAL Psychology Pearson website. ● Divide the study into aims, method, procedure, controls, results, and conclusions. ● Use De Bono's Six Hats to discuss the study and its implications or students to read the original journal in sections and use C.R.E.A.T.E to reflect on the study. ● Use the student toolkit to write two strengths and two weaknesses of the methodology and ethical issues associated with the chosen study. <u>Teaching points to note:</u> You may wish students to read the story and reproduce it at a later date as Bartlett did. Students should use a structure to describe Bartlett's study, such as 'aim, method, procedure, results and conclusion' to avoid them biasing their detail to reproduction of the story.
8	Topic B: Cognitive psychology Methods	Students will be able to: Experiments as a research tool, experimental design, construction, and issues with experiments. <i>2.2.1 Designing and conducting experiments, including field and laboratory experiments.</i> ● Students to identify the key features of field and laboratory experiments and construct a table to compare the types of experiment. ● Independent research to find an example of psychological research employing laboratory and field experiment, draw an illustration of the example study and annotate with key features of an experiment. <i>2.2.2 Independent and dependent variables.</i> <i>2.2.3 Experimental and null hypotheses</i> <i>2.2.4 Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses</i> <i>2.2.6 Operationalisation of variables, extraneous variables, and confounding variables.</i> ● Identify independent and dependent variables from given study examples. ● Construct hypotheses using the operationalised independent and dependent variables. ● Convert directional into non-directional hypotheses and write a null hypothesis for given study examples. ● Identify potential confounding variables that could affect hypotheses. ● Add key terms to vocabulary book and write definitions for each. <i>2.2.5 Experimental and research designs: repeated measures, independent groups and matched pairs, the issues with each and possible controls</i> <i>2.2.7 The use of control groups, counterbalancing, randomisation, and order effects</i> <i>2.2.8 Situational and participant variables</i> ● Conduct a simple memory experiment using different research designs with the class e.g. word search performance with distraction and without (matching on self-reported word search ability).

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		● Class discussion concerning the practical and methodological strengths and weaknesses of using each design. ● Conduct a further simple experiment on the class using counterbalancing and randomisation. ● Add key terms to vocabulary book and write definitions. <i>2.2.9 Objectivity, reliability, and validity (internal, predictive, and ecological)</i> <i>2.2.10 Experimenter effects, demand characteristics and control issues</i> ● Add key terms to vocabulary book and find definitions. ● Create a poster display using the key definitions to display in the classroom for future reference. <i>2.2.11 List A from Topic A</i> ● Use revision exercises and adapted SAMs material to check knowledge of list A <u>Teaching points to note:</u> It is likely that some of these issues will have cropped up in the previous topic. Inform students those issues associated with experiments, although similar, are not the same as issues associated with self-report methods, e.g. social desirability and demand characteristics are often confused, as are experimenter effects and researcher bias. Take care with counterbalancing and randomisation, as students often confuse these, and that ABBA is a form of counterbalancing that requires alternate sequences twice for each participant which are then averaged (so more complicated than just counterbalancing).
9	Topic B: Cognitive psychology Methods	Students will be able to: Appropriate conditions for use of statistical tests, probability, and statistical significance. How to calculate statistical tests and interpret the findings. <i>(List B) Decision making and interpretation of inferential statistics:</i> <i>2.2.12 levels of measurement</i> ● Use a classroom demonstration to group students into nominal data (tall and short), ordinal data (shortest to tallest and assigned a position number), and interval/ratio data (actual height recorded). ● Repeat the process with a different measured variable (shoe size, time taken to do a word search). ● Students to identify level of measurement from given examples. ● Add terms and definitions to vocabulary book. <i>2.2.12 Probability and levels of significance ($p \leq .10$ $p \leq .05$ $p \leq .01$)</i> ● Use coin toss or other example when chance is an element (e.g. Zener cards) and pair students to complete the task, recording the findings. ● Discuss the probability of achieving heads or tails by chance and the point at which the number of heads or tails achieved would no longer be due to chance but some other variable. ● Link to the concept of statistical significance and how to interpret the levels of significance



			($p \leq .10$ $p \leq .05$ $p \leq .01$). <i>2.2.12 Wilcoxon signed ranks test of difference (also covering Spearman's rank correlation coefficient (formula) and Spearman's rank (critical values table) and Chi-squared distribution once Unit 2 has been covered), observed and critical values and sense checking of data</i> ● Use a classroom experiment to gather data (e.g. simple memory experiment using a repeated measures design). ● Collate the results and demonstrate how to calculate the Wilcoxon test using the formula in the specification only. ● Compare the observed value to a table of critical values and sense check the outcome to the raw data. ● Students to write a statement of statistical significance and interpret the findings. <i>2.2.12 One or two tailed regarding inferential testing and type I and type II errors</i> ● Using the critical values tables, practise shifting columns for one and two tailed testing. ● Students to identify whether given hypotheses are directional and non-directional in order to use one or two tailed testing. ● Students to research what is meant by Type I and II errors and come up with their own examples of Type I and II errors. ● Relate the likelihood of type I and II errors to probability and shifting between columns on a critical values table. <u>Teaching points to note:</u> Students will need to be able to use the formula to calculate a Wilcoxon test under examination conditions. Break down the formula into a step-by-step process and practice with lots of different data sets.
10	Topic B: Cognitive psychology Brain damage and methods	Students will be able to: Understand how case studies of brain damaged patients inform our understanding of how memory works. Describe and evaluate the contemporary study Schmolck et al. (2002). Conduct and write up a practical memory investigation.	<i>2.2.13 Case studies of brain-damaged patients related to research into memory, including the case of Henry Molaison (HM).</i> ● Students to watch a video of HM and conduct an information gathering Internet search for information on HM and other case studies of brain damaged patients and use De Bono's Six Hats to form a class discussion. ● Use the student toolkit to evaluate case studies of brain damaged patients as a way of understanding how memory functions. <i>Contemporary study</i> <i>2.3.2 Schmolck et al. (2002) Semantic knowledge in patient HM and other patients with bilateral medial and lateral temporal lobe lesions</i> ● There is a summary of this study available on the IAL Psychology Pearson website. ● Students to find and label images of the brain, highlighting areas of the brain studied in Schmolck et al's study.



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		● Annotate the images with the results of the study as they relate to HM and the other patients. ● Produce a concluding paragraph explaining how brain regions are implicated in memory. ● Use the student toolkit to evaluate the study. ● Add key terms to vocabulary book. <i>2.4.1 One practical research exercise to gather data relevant to topics covered in cognitive psychology. This practical research exercise must adhere to ethical principles in both content and intention.</i> ● Conduct a dual task experiment under laboratory conditions using a repeated measures design (visual and verbal, then verbal and verbal) for example drawing a picture of a house whilst remembering a list of words and remembering a list of words whilst calculating mathematical sums. ● Students to conduct a Wilcoxon inferential test and produce a report on the procedure, results and discussion. <u>Teaching points to note:</u> The practical investigation requires design decision making, so a teacher led class exercise is not appropriate, students will need to gather their own data. It is important for the report on the practical investigation to include operationalization, controls, ethics, sampling decision, strengths and weaknesses and suggestions for improvement. Generic issues of reliability, validity, generalisability, credibility, subjectivity, and objectivity to guide evaluation.
11	Consolidation, assessment, and feedback Students will be able to: Revise social psychology in preparation for an end of unit one test. Revise cognitive psychology in preparation for and end of unit one test.	● Top Trumps/Rate or Slate: students to develop Top Trumps cards rating class and contemporary studies on validity, reliability, generalisability, credibility, subjectivity/objectivity, and ethics. The game of Top Trumps can be played once a full set of cards is achieved. ● Students to develop evaluation revision cards; two strengths and two weaknesses for each theory/ study/research method/concept studied. A clue to the evaluation points is written on one side of the card and the answer to the clue on the reverse. Once a student can answer all the clues on a card by checking the reverse, it can be placed in a 'done' pile. Incorrect answers mean the revision card is placed in the 'to do' pile. ● Application of knowledge exercises. Students to write out situations of obedience and conformity that need to be explained using psychological theory and research by their partner. ● True or false? Teacher led class quiz including statements concerning social psychology that are either true or false. Students to hold up a green or red card to indicate choice or write down their answer individually for later scoring. ● Practice data analysis on tables and graphs using past papers and SAMs material. ● Students to review their class notes on and prepare a set of ten multiple choice questions/single answer questions. Questions can be pooled for a class quiz. ● Students to use the specification to target set. Using coloured highlighter pens, students to



			colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. ● Students to use mind maps and comparison tables to help with visual revision. ● Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. ● Students to create examination style answers using the entire taxonomy. ● Students to complete an end of unit test under examination conditions. Teacher then to provide feedback to support students development in weaker areas once marked.
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Unit 2: Biological psychology, learning theories and development

12	Topic C: Biological psychology Introduction to Biological psychology and brain structure	Students will be able to: Refresh the knowledge about the assumptions of the two approaches, social and cognitive covered in Unit 1 and appreciate the role of biology in explanations of behaviour. Understand the value of the biological approach and its limitations. Know the basic structure of the nervous system. Be familiar with the basic structure of the brain and in particular those structures relevant to aggression and internal pacemakers. Know the techniques used to scan the brain and their advantages and disadvantages.	● In four groups, each group using their notes from unit 1 on approaches summarize the basic assumptions of one approach for the class, producing a visual aid. ● Provide a statement such as “I find eating chocolate comforting to the extent that I am addicted to it”, then divide into 6 groups and use the De Bono’s six thinking hats idea to put forward an evaluation of the statement and how it could be explained with reference to the different approaches. How would one test if the biological approach could explain the behaviour? <i>3.1.1 The role of the central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission</i> ● Using the internet/book resources to acquire images and a summary of the nervous system and synaptic transmission/provide students with diagrams to label up and annotate. <i>3.1.2 The structure of the brain, different brain areas including the pre-frontal cortex and limbic system and brain functioning as an explanation of aggression as a human behaviour</i> ● Provide an unlabeled diagram of a brain, outside view and cross-sectional view. ● Label and annotate a diagram of the brain. ● Research brain damage or watch a video on someone such as Phineas Gage and explain how brain damage affected personality. ● Research the case of Charles Whitman to show brain damage of the amygdala caused by a tumour creating aggression. <i>3.2.5 Brain-scanning techniques (CAT, PET, and fMRI). The use of brain-scanning techniques to investigate human behaviour, including aggression</i> ● In groups research the details of scanning techniques. Each group makes basic notes on method and pros and cons then they “teach” this to another group, then that group teaches to the whole class with the original groups checking for correct detail. A third group then is tasked to produce a visual poster of the technique.
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			● Have class debate about the use of brain damage as a reason for aggression. <u>Teaching points to note:</u> Ensure that all students have a good grasp of the assumptions of the four approaches and appreciate that competing explanation exist for same piece of behaviour. Be aware of the differing level of knowledge of students in terms of structure of the nervous system; ensure that those with less secure biological knowledge are not intimidated. If their prior knowledge/performance in GCSE biology is known, they could be grouped/paired up so that knowledgeable students can help those who are less able with ref to their biological knowledge. The opportunity to debate allows the students to express their ideas and the structured group work and sharing in class allows all students to take part in the discussions. As before with nervous system structure be aware of differing knowledge base of the students.
13	Topic C: Biological psychology Role of hormones, genes and the brain in aggression	Students will be able to: Understand how hormones can influence behaviour in particular aggression. Know the detail and evaluation of Raine et al (1997) Understand how genes can control behaviour. Be familiar with the use of twin studies to discover genetic involvement in behaviour, particularly in aggression.	<i>3.1.3 The role of, and research into hormones and genes in aggression</i> ● Details as to what hormones are and how they work, which are the glands of the body and some examples, e.g. insulin and the pancreas will be familiar. Make sure the reproductive organs and hormones are included for later. ● Research details of which hormones have been highlighted in aggression. ● Class/group debate about whether male aggression is due to testosterone or are males socialized into aggressive behaviour. Discuss how this could be investigated and what are the consequences of explaining male aggression using a hormonal idea. ● Introduce the nature/nurture debate and Free will versus determinism. ● Research studies giving evidence of hormonal involvement in aggression, for example Direction to testosterone. ● As groups, each find two pieces of research and make basic notes, then share their evidence with the rest of the class. Compare all the research in a table to assess the value of each piece, i.e. what does it show, what method was used to investigate it, how valid (internal and external) is the evidence. <i>Classic study</i> <i>3.3.1 Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography. Contemporary study</i> <i>Contemporary study</i> <i>3.3.2 Brendgen et al (2005) Examining genetics and environmental effects of social aggression; A study of 6 year -old twins</i> ● There is a summary of these studies available on the IAL Psychology Pearson website. ● In groups give each member of the group one part of the study (Title, Aim, Procedure, Results, Conclusions) to research/or have a handout of the details. Then each member of each group “teaches” their counterpart that part of the study that they were responsible for researching. Each pair judge each others description, comparing their notes. Students return to their groups and produce a poster per group of Raine’s study. When all posters are complete the class judges them for accurate detail.



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			3.2.6 The use of twin studies to investigate genetic relatedness and aggression 3.2.7 List A from Topic A ● Types of twins and consequences in terms of gene similarities. ● Basic idea of gene inheritance and control of characteristics (genetic coding of characteristics). Refer to their GCSE and/or teach the basics of inheritance. ● Meaning of concordances with some examples from studies e.g. of schizophrenia and discuss what different concordances might mean. ● Raise issues with twin studies of disentangling nature from nurture. ● Use Siamese twins who show different personalities as an example that genetics isn't the only factor. ● Raise issues of validity of twin studies MZ versus DZ, adoption, twins reared apart, treatment of MZs maybe more similar than DZ so environment more similar as well as having same genes. DZs can be two sexes but MZs can't. Relate to the hormonal argument. Nature/nurture debate - Give this as a homework assignment/class research project to prepare arguments for and against the idea that personality is inherited or develops through experience. Use twin studies as main argument. <u>Teaching notes to consider:</u> Could use the planning of an investigation as a homework to refresh the ideas of IV, DV, Hypothesis etc from Unit 1. Ensure that by the end of the lessons all students have a complete accurate set of notes on the Raine study, emphasis that this is a classic compulsory study. The concepts involved in genetics will have to be reviewed, do not assume the students know this, they probably don't even if they covered it at GCSE. Bring out idea of nature nurture through debate. If any twins are available see if they have tastes etc in common, especially if have MZ and DZ to compare. Could research different real twins examples. Be sensitive to twins' privacy.
14	Topic C: Biological psychology Contemporary studies of aggression in relation to genetics. Writing an extended essay	Students will be able to: Know the detail and evaluation of Brendgen et al. (2005) Know the detail and evaluation of McDermott et al. (2008) Know how to structure an extended essay answer	<i>Contemporary study</i> 3.3.2 Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins. <i>Contemporary study of choice (if chosen)</i> 3.3.3 McDermott (2008) Monoamine oxidase A gene (MAOA) predicts behavioral aggression following provocation. ● There is a summary of these studies available on the IAL Psychology Pearson website. ● Provide a version of the two studies or research online and use C.R.E.A.T.E. to assess the studies. ● Writing an extended essay Use an essay title to show how an 8-mark essay could be answered e.g. Evaluate the biological explanation of human aggression.



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		● Review command words from the spec page 77. Go through the use of AO1, AO2 and AO3 (refer to page 49) and decipher how the command words relate to each AO. No two command words will be used in one essay. Review the structure of the exam paper, i.e. an 8-mark question will appear in both section A and B and will be either 4 marks of AO1 plus 4 of AO3 or 4 marks of AO2 and 4 marks of AO3. Section C will have a 12 marker and a 16 marker. ● Consider using AI to write model essays answers to past questions, and then students to mark those essays to get an understanding of what a good essay looks like. ● Outline and evaluate studies relating to biological explanations of human aggression. Whilst this is NOT an example of how the taxonomy would be used in the exam, it is useful to highlight how AO1 and AO3 can link. This question would be evaluate studies relating to biological explanations of human aggression where the AO1 is the underpinning ideas that lead to AO3. This could be used with the whole class to illustrate how to approach an essay then in groups students work on the essay title above. ● Write out the plan and then pass it to another group for feedback. Finish essay formally for homework. The peer mark next lesson. <u>Teaching points to note:</u> Ensure that by the end of the lessons all students have a complete accurate set of notes on both contemporary studies. Centres should select one study and cover it in depth: The McDermott study or Hoefelmann study. Ensure that all students have a final essay answer which can be marked either by the teacher or better as a peer marked exercise. Cover the 12 and 16 marker essays at the end of topic D, because they need both topics to have been taught.
15	Topic C: Biological psychology Body rhythms and contemporary study of sleep and correlation studies	Students will be able to: Know the role of internal pacemakers and external zeitgebers in the circadian sleep-wake cycle. Know the research that has been carried out in the sleep-wake cycle. Understand Hoefelmann et al (2006) study on sleep. Understand the use of correlational studies. <i>3.1.4 The role of internal pacemakers (body clock) and external zietgebers in the regulation of the circadian sleep-wake cycle.</i> <i>3.1.6 Research into the circadian sleep-wake cycle and infradian rhythms.</i> ● Refer back to labelled brain to show pineal gland and hypothalamus and add detail about the SCN. ● Introduce Siffre cave study and watch a video of an interview with Siffre. Use other clips of Siffre. Emphasise the lack of external zeitgebers with cave studies but still show a circadian rhythm AND that internal pacemaker not 24 hours so need for zeitgebers is to retrain the clock every day. ● Evaluate the study using the student evaluation tool kit. Provide students with other research studies into circadian rhythms including experiments on Hamsters. Debate about the usefulness/ethics of animal studies. Objective evidence implicating the SCN as the internal pacemaker BUT discussion of the issue of it being on an animal, which is nocturnal. SAD below can be used to evaluate the biological theory that light levels are causing changes in brain chemistry, which in turn are causing SAD to occur because of disrupted



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Know the different types of correlations and to recognize them in scatter graphs.

rhythms.

3.1.5 Infradian rhythms including the menstrual cycle and seasonal affective disorder and therapies, including light therapy.

- CBT could be covered as an alternative. Also another biological therapy using drugs.
- Summarise the menstrual cycle and refer back to the role of hormone teaching from aggression.
- Review studies in menstrual cycles, cave, cotton wool and armpit study. Research evidence of menarche in girls throughout the seasons (winter versus summer) and in blind girls.
- Explore an alternative therapy for SAD for evaluative purposes in an extended essay.
- Explore further therapy for SAD, also evaluate CBT as a therapy which is not biological and so refutes the role of the pineal gland as the only element in SAD.
- Cause and effect can be discussed, e.g. brain changes causing changes in behaviour BUT changing behaviour causes brain changes.

Contemporary study of choice (if chosen)

3.3.4 Hoefelmann et al. (2006) Behaviors associated to sleep among high school students: cross-sectional and prospective analysis.

- There is a summary of this study available on the IAL Psychology Pearson website.
- Hoefelmann article can be accessed and students use C.R.E.A.T.E to reflect on it.
- Provide sheet with basic detail after this.

3.2.1 The use of the correlational research method in psychology, including co-variables.

3.2.2 Types of correlation: positive, negative and including the use of scatter diagrams.

3.2.3 Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables.

- Carry out a practical exercise in class (maybe average hours of sleep versus self-report of how much exercise taken on a scale) - plot data as a scatter graph.
- Introduce the types of correlations.
- Find example correlations from the news and evaluate them discuss them using six hats idea. Does the correlation seem to be ignoring other possible variables?
- Introduce the idea of causality not possible without carrying out an experiment.
- Students pick their own example of a spurious correlation and record the data and draw a scatter diagram. Why can't causality be assumed? Share their example with other students in groups along with their evaluation as to which other variables might be involved.



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			<u>Teaching points to note:</u> Ensure all students have sufficient detail of the main studies with evaluation and how they relate to the role of internal pacemakers versus external zeitgebers. Check the vocabulary book is up to date; this could be set for homework. The 8 marker from the SAMS could be used as a homework on biorhythms. There is an exemplar booklet with responses on the website that could aid in peer marking activities here. Ensure all students have a complete set of notes on the contemporary study. Students only need one of the two option studies. Do not assume students can draw scatter diagrams surprisingly it is very difficult for some to get the hang of and so all need to do several of their own. Spurious correlations are a good way of getting students to understand the causality limitation of correlations. At this stage just treat the strength of the correlation as ranging from +1 to -1. The use of inferential statistics is best left to a later lesson.
16	Topic C: Biological psychology Planning and writing a report on a correlation investigation and carrying out a Spearman rank test	Students will be able to: Plan own investigation using a correlational method. Consider the ethical issues in such research. Analyse data using scatter diagrams and Spearman's rank test. Understand the formal way to write up an investigation.	<i>3.4.1 One practical research exercise to gather data relevant to topics covered in biological psychology. This practical research exercise must adhere to ethical principles in both content and intention.</i> <i>3.2.4 List B from Topic B, focusing on the Spearman Rank test.</i> ● Students list the ethical issues from Unit 1 and individual members of the class asked to relay one to the rest and a chosen student say how it might be dealt with. Continue until all issues covered. ● Provide some suggestions of topics that could be investigated (see the spec for two ideas). ● Individual students work on their own idea and write a hypothesis and a plan to carry out the investigation into recording two variables, which might be correlated. Hand the plan in for assessing before continuing. ● Plan in detail how to carry out the investigation and create the materials needed, e.g. a rating scale for self-report on aggression. ● Start to gather data in class but continue out of school ensuring ethical issues in plan are adhered to. <i>3.2.4 List B from Topic B, focusing on the Spearman Rank test.</i> <i>3.2.2 Types of correlation: positive, negative and including the use of scatter diagrams.</i> <i>3.4.1 One practical research exercise to gather data relevant to topics covered in biological psychology.</i> ● Produce tables of the data collected and transfer into a scatter graph. Go through when spearman is used and what it is designed to show. ● Review List B content from Unit 1. ● Use a close exercise sheet giving the summary of spearman details and some examples of values found with the task of interpreting them using critical value tables. ● Carry out a class exercise on the calculating of Spearman and using critical tables. See the SAMS for extra guidance and use their tables.



			● Students analyse their own data. ● Look at some examples of original papers to show how they are written up go through each section to say what should be included. ● Provide a badly written report for the students to criticise. ● Students complete their write ups individually. <u>Teaching points to note:</u> It is essential to check students' progress as they plan their way through this investigation and that they fully take on board the ethics involved. Revision of material from unit 1 is important at the outset of the planning. Make it clear that it is important to carry this out for themselves since the exam is heavily weighted towards methodology and the best way to learn this is to do it. Allow plenty of class time to prepare the materials. This needs some time spent on it despite it being their third practical it still will need time for them to realize the detail needed in a report. Also, those who are math's phobic will need to be taken carefully through the use of inferential statistics, especially the concept of critical values and probabilities.
17	Topic C: Biological psychology Question styles and definitions of key words	Students will be able to: Understand the different types of questions that are used in the examination. Understand that AO2 uses scenarios and must be answered using the scenario. Update vocabulary in their books. Understand which words need to be learnt as definitions.	● Use the SAMs to review question styles. Give out, or review if they already have it, the document laying out the differences between the AOs. Pay particular attention to AO2. ● Try some scenario questions from the SAMs. ● Ask the students in groups to compose their own questions in this style and write a mark scheme. Then pass these to other groups to answer, then pass back to peer review. ● Check any vocabulary that needs to be updated in books. ● List words that need to be learnt as a definition. A good dictionary should be recommended/ provided. <u>Teaching points to note:</u> It is essential that students recognize the different question styles. They seem to be wary of AO2 questions and so these need extra practice to ensure they give an answer using the scenario. Definition questions are easy marks in the exam but only if the students have and have learnt decent definitions of the key terms. A good dictionary is essential.
18	Topic D: Learning theories and development Introduction to behaviourism and classical conditioning	Students will be able to: Know the main assumptions of the behaviourist approach of learning theory. Know the process of classical conditioning and to be familiar with the terminology. Know the detail of the classic study of Watson and Rayner in conditioning a phobia into Little	<i>Classical conditioning</i> <i>4.1.1 The main features of classical conditioning (Pavlovian), including unconditioned stimulus (UCS); unconditioned response (UCR); conditioned stimulus (CS); neutral stimulus (NS); conditioned response (CR); extinction, spontaneous recovery and stimulus generalisation and distribution.</i> ● Review Learning theories and development: approach covered in Unit 1, similar to the activity for the biological approach in unit 1 first lesson. ● Refer to a classically conditioned response that exists already e.g. when school dinner bell goes we might start to salivate. This is an association of the bell with time to eat. ● Discuss advantages of this approach and some examples of its use. ● Describe Pavlov's work with dogs, give the terms UCS, UCR, CS, NS, CR, spontaneous recovery and stimulus generalisation.



		Albert.	● Use this simulation which shows the main principles of classical conditioning. Try using a noise first and watch the dog's response. Then feed the dog and watch the response Next make the noise again AND feed the dog several times. Finally try the noise on its own again and see the difference. <i>Classic study</i> 4.3.1 Watson and Rayner (1920) Little Albert: Conditioned emotional reactions. ● There is a summary of this study available on the IAL Psychology Pearson website. ● Show a video explaining the famous little Albert study. Notice how the experiment started with 'base-line' data to ensure that Albert was not afraid of certain objects at the outset. Observe how Albert generalised his fear response from a Rat to other similar objects. If there is not this effect then discrimination is said to have happened. ● Details of the study need to be summarized. ● Discuss the ethics of the study. <u>Teaching points to note:</u> Ensure the assumptions of behaviourism are firmly understood before carrying on to classical conditioning. Check that the details of the Little Albert study are accurate, there is confusion in some accounts. Make sure the vocabulary books are updated for the terminology of classical conditioning
19	Topic D: Learning theories and development Operant conditioning	Students will be able to: Know the main assumptions of the behaviourist/ behaviourism approach. Understand the process of operant conditioning and to be familiar with the terminology. Understand the concept of reinforcement and the different types of reinforcement. Know how to distinguish between reinforcement and punishment. Know how to distinguish between classical and operant conditioning and how these apply to everyday life. Be familiar with scenario type	4.1.2 The main features of operant conditioning, including types of reinforcement (positive and negative) and punishment (positive and negative) and properties of reinforcement (primary, secondary and schedules) including researching Skinner (1948) Superstition in the pigeon. • Demonstration of operant conditioning planned by some of the class to perform on the rest of the class without their knowledge. Talk through the activity and say why the technique is an example of the behaviourist approach. • Distinguish between operant and classical conditioning clearly. • Watch a short video clip to see a rat in a Skinner box receiving food pellets when pressing a lever after a light is shone. • Go through the various types of reinforcement and students should reproduce them in a way to help them learn them e.g. make a spider diagram out of it. Creating a mnemonic for the different types might help remember them. The best way to remember them is to have a good example of each, so students should think up their own personal examples. • Draw on Skinner, Superstition in the Pigeon to examine Operant conditioning further. • Give an example of a question using a scenario, which involves conditioning, and discuss the answer needed with the class. Students should then, in groups, think of some applications of conditioning, both classical and operant that they could explain using the conditioning theory. • They should then write out an exam question and mark scheme using the application and pass to another group to answer it. The groups feedback their answers to the class, and the original group will judge their answer.

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		questions on conditioning.	<u>Teaching points to note:</u> Confusion of classical and operant conditioning is very common and time is needed to ensure the students tease out the difference between the two. Also the same goes for punishment versus negative reinforcements, real life examples will help. Terminology is very important here and needs to be put in books ASAP. This topic lends it well to AO2 questions and could make some useful homework.
20	Topic D: Learning theories and development Social learning theory and introduction to the observational method	Students will be able to: Know the main assumptions of the behaviorist approach. Know the main assumptions of the cognitive approach. Understand the process of SLT and to be familiar with the terminology. Understand the concept of imitation and vicarious reinforcement. Understand how to distinguish between SLT and operant conditioning involving cognition. Apply SLT to everyday life. Know the work of Bandura and appreciate the use of observations in research	<i>4.1.3 The main features of social learning theory, including observation, imitation, modelling and vicarious reinforcement, attention, retention, motivation and reproduction.</i> • Compare cognitive and behavioural approaches in terms of the role of “thinking”. • Introduce Bandura’s study using the Bobo doll. • Describe the process paying particular attention to the terminology and get the students to record the definitions of the key words into their books. • Discuss peer pressure and conformity to role models. • Students research some famous cases of people who were high profile “role models” and were censured for their behaviour e.g. Richard Bacon was the first host to be sacked from the children’s show Blue Peter in 1998 for taking cocaine. • Survey the class for their role models and come up with a list of different role models. Discuss the expected behaviour of these people. • In groups produce a cartoon strip showing Bandura’s study, make sure ethical considerations are included and vicarious reinforcement. • Refer to the technique of observations and state the advantages and disadvantages including demand characteristics and ethical considerations of using children and covert observations. • Debate the role of SLT in the behaviour of children paying particular attention to the desire for fame and programmes like big brother etc. Consider children’s’ television programmes and video games. <u>Teaching points to note:</u> As with conditioning there is a great deal of terminology here that needs defining and recording in books. Be sensitive to the student’s choice of role models. Use the opportunity to introduce the idea of “socially sensitive” research i.e. the use of the findings in a detrimental way by society. But also, can be used to improve society. Observational categories can be introduced here in relation to Bandura’s research.
21	Topic D: Learning theories and development Therapies using conditioning theory	Students will be able to: Understand how desensitisation can be used to treat a phobia. Know the details of Capafon et al.’s study (1998). Discuss the ethics of using conditioning theory in changing people’s behaviour, in contrast to methods such as flooding.	<i>4.1.5 Systematic desensitization</i> <i>4.2.3 Use of content analysis as a research method</i> <i>4.2.4 Freud’s use of the case study as a research method</i> • Review the Little Albert study showing that a phobia can be conditioned so logically they can be deconditioned. • Introduce the concept of systematic desensitization, get the students to list the categories that might be used for a phobia of their choice. • Survey the class for any phobias and discuss what it means to be phobic. • Students research examples of use of systematic desensitization. • In groups illustrate the use of systematic desensitization in a real-life situation, could act it out or produce a power point or do it as a cartoon. • Discuss the advantages and disadvantages of using systematic desensitization, also the



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		Revisit the plan for an 8 mark AO2 question. - ethics of it, e.g. informed consent is crucial so is protection from harm. - Compare it to flooding and the use of cognitive therapy. - Those with phobias might like to answer the question “do you think you can remove a phobia by rationalising it?” by definition a phobia is irrational. - Use the SAMs material Q6 to create a question using a scenario of a person with a phobia, set the task of writing their own exam questions involving AO1 and AO2 so an 8 marker is needed. This would be a DISCUSS question. Plan an answer and write a mark scheme. Assess their plans before they write the full answer for homework. <i>Contemporary study</i> <i>4.3.2 Capafóns et al. (1998) Systematic desensitisation in the treatment of the fear of flying.</i> - There is a summary of this study available on the IAL Psychology Pearson website. - Show a brief video or animation explaining systematic desensitization and how it works, linking it to the fear of flying. Follow up with a discussion about its relevance to the study. - Ask students to outline the design of Capafóns et al.'s study, including the sample, control group, experimental group, and measurements (e.g., self-reported fear, physiological responses). <u>Teaching points to note:</u> Beware of eliciting anxiety in people with phobias and don't push them to share if they are reluctant. Use different activity types here to suit different talents; there is a good opportunity to use active role-play.
22	Topic D: Learning theories and development Psychodynamic approach to personality development	Students will be able to: Understand basic ideas of a psychodynamic approach to personality development. Understand use of psychoanalysis <i>4.1.4 The psychodynamic approach to personality development, including either Freud's theory of personality development or the object relations school of thought.</i> Choose <i>one</i> <i>Freud's theory of personality development</i> - Ask students to create a visual timeline of Freud's psychosexual stages (oral, anal, phallic, latent, genital) and annotate with key features, conflicts, and possible outcomes of fixation at each stage. - Provide fictional or historical case studies (e.g., a person with obsessive cleanliness). Have students link behaviors to potential fixations in Freud's psychosexual stages. - Discuss the validity of Freud's ideas and the unscientific nature (refer back to the work in Unit 1) also the ecological validity. Why was and is Freud not liked by scientists. Why do some value his ideas? <i>Object relation school of thought</i> - Present short scenarios describing parent-child interactions (e.g., a neglectful parent or overly intrusive caregiver). Ask students to analyze how these relationships might influence the child's personality development according to object relations theory. - Have students create a metaphor or visual representation for how the "internalized object" (a caregiver's influence) can shape someone's personality or view of relationships. <i>4.1.6 Psychoanalysis, including free association and dream analysis, transference and counter transference, and the object relations school of thought.</i>



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			• In pairs, one student says a word (e.g., "mother"), and the other responds with the first word that comes to mind. Afterward, discuss what these associations might reveal about underlying thoughts or emotions. • Provide students with short dream descriptions and ask them to interpret the latent content using Freudian symbolism (e.g., water representing emotions). There is no need to refer to the psychosexual nature of Freud during the teaching of this. • Provide examples of transference and countertransference in therapy scenarios (e.g., a client who views the therapist as a parental figure). Have students identify and discuss strategies to handle these situations. • Use a character from a book or movie who displays unresolved childhood conflicts (e.g., attachment issues). Ask students to analyze the character's personality development using object relations theory. • Have students create a two-column chart outlining the strengths and weaknesses of psychoanalytic techniques like free association, dream analysis, and the concept of transference. • Compare psychoanalysis and systematic desensitization, as methods of treating phobias. <u>Teaching points to note:</u> Students are expected to be familiar with only <u>one</u> psychodynamic approach to personality development, either Freud's theory of personality development or the object relations school of thought. If studying Freud's theory, students tend to find Freud fascinating but often get carried away so a sense of seriousness will need to be restored once the main theory has been covered. Also, there is a tendency to dismiss Freud, but this must not be done, students need to think about the theory logically and be able to put forward arguments for and against the theory. Ensure that the terminology and the psychoanalysis methods are properly defined and put into their books. For the teaching of 4.1.6, there is no requirement to refer to the psychosexual nature of Freud's theory of personality development.
23	Topic D: Learning theories and development Contemporary studies	Students will be able to: Understand the details of Prot (2014) or Bastian et al. (2011). Refresh knowledge of types of data including qualitative and quantitative. Revisit experimental design issues.	<i>Contemporary study of choice (choose one)</i> <i>4.3.3 Prot (2014) Long-Term Relations Among Prosocial-Media Use, Empathy, and Prosocial Behavior.</i> <i>4.3.4 Bastian et al. (2011) Cyber-dehumanization: Violent video game play diminishes our humanity.</i> • There is a summary of these studies available on the IAL Psychology Pearson website. • Provide details of the two studies and ask students in groups to make a table comparing them e.g. methods used, sample methods, type of data, ethics involved and how dealt with, value of findings, validity etc. • Rate the two studies on quality scale and then ask how to convert this into a quantity scale. Which study comes out best and why? Ask the groups to present their ideas to the class, record the quantitative value of the two studies, given independently by every member of the class, on a common scale agreed by the whole class. Collect the figures as a tally chart and ask the class to say what the results show.



		- Also collect the qualitative descriptors and try to organize them into categories and tally them. - Also discuss the benefits etc of qualitative and quantitative data when might either be useful? In another session repeat this exercise for all the studies in this Unit as a revision tool and to help in the evaluation of the studies. - Give groups a study each and ask them to redesign it in light of the evaluation carried out, present this to the class. <u>Teaching points to note:</u> These two studies are a choice, but both need teaching and then the students can choose when revising which they prefer to use in the exam. Do not tell them this until after both have been studied. An important AO3 skill in the exam is to improve studies; this exercise here will not only help in learning the studies but to let students practice AO3.
24	Topic D: Learning theories and development Observational research	Students will be able to: Understand the use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling). Know the types of observation: participant, non-participant, structured, naturalistic, overt and covert. Understand how to carry out a thematic analysis. Plan their own investigation using the observational method and recording qualitative and quantitative data. Understand how to carry out a chi squared test. Carry out a chi squared test on their own data. Use critical value tables and relate to their hypothesis.

- 4.2.1 The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling).*
- 4.2.2 Types of observation: participant, non-participant, structured, naturalistic, overt and covert.*
- Summarise the different types of observation, giving examples of when they would be most appropriate to be used.
 - Carry out a class observation exercise on a video on animal behaviour (even better if allowed to visit a zoo etc and do it in real life on an animal). Watch it first then discuss what they can see.
 - Come up with behaviours by mind mapping ideas and put up on the board to create an ethogram.
 - Decide on some groupings, devise a hypothesis with the class using the categories seen, e.g. if have a video of children plying could suggest that males are more physical in their play than females.
 - Re-watch the video using the categories in a chart and by tallying, try event and time sampling.
 - Record all the figures for the class when watching the same piece of video, keep each person's figures intact and compare qualitatively for reliability, then ask how reliability could be tested statistically.
 - Discuss the ethics of observing people either covertly or overtly and how to deal with them.
 - Try out a Spearman analysis for reliability (Needs to be a chi-squared for learning).
 - Give the details of the different types of observations and get students to put into a table with columns for advantages and disadvantages and for ethical issues. Also suggest when each is most appropriate.

4.2.5 List A from Topic A



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Carry out a thematic analysis on their own data.

Suggest improvements to their method.

4.2.6 Analysis of qualitative data using thematic analysis.

4.2.7 List B from Topic B, focusing on the chi-squared test.

4.4.1 Two observations (one observation can be carried out if both qualitative and quantitative data are gathered in the same observation).

- Students read [this](#) article paper describing how to carry out a thematic analysis and summarise the study paying particular attention to the analysis of unique words.
- Design, individually, an observational investigation to record qualitative and quantitative data, e.g. they might suggest a nursery/playground/shopping centre/football match to record differences between males and females or young and old, in terms of aggressive behaviour. Write hypothesis.
- Suggest the behaviours they will record as descriptors for qualitative data and which behaviours they will record as categorical for a tally of quantitative data. E.g. a behaviour might be described as very aggressive or as submissive or might be given a number on a scale from aggressive to submissive. Must include a record sheet, bearing in mind that they are going to carry out a thematic analysis and an inferential statistical test on the tallied data, and a consideration of ethical issues and their solutions.
- Swap plans with other students and discuss them. Hand in plan for checking, particular care must be taken about the ethical considerations before the student is allowed to progress.
- Trial observations to test for validity and make modifications before carrying out full observations. Work in threes so that each can check each other's for inter-rater reliability as described in previous lesson.
- Provide data to carry out chi squared on and thematic analysis on.
- Take the class through the calculations and the use of critical value tables.
- Revisit work done on type I and type II errors and probability.
- Students carry out their own analysis and deductions with monitoring assistance.
- Write up report using notes from the previous investigations carried out. Remember to include both the qualitative and the quantitative findings and conclusions and evaluations.

Teaching points to note:

It is important to ensure students have understood the basic process of observational research and that the terms are covered and put in their books. This is a good place to cover reliability in a practical situation and to use spearman rank test again. If possible then this would be better carried out at a zoo etc. on non-human animals, then the ethical issues are reduced, or on videoed materials such as on you tube or commercial films. If it has to be done on people, then extreme care is needed to ensure that the ethical issues are addressed and that the students are safe. With clever planning, students can accompany each other but with one investigation each being carried out to gather both quantitative and qualitative data. They can also help each other in assessing inter-rater reliability.

Since this is an individual investigation, the students must carry out the analysis themselves, but they will need careful introduction to the chi squared test and thematic analysis through class work. Presenting of their work to the class might help them to understand its limitations



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25	Topic D: Learning theories and development Ethics of animal research	Students will be able to: Review several pieces of animal research they have studied. Debate the pros and cons of animal research. Know about animal research and ethics.	and so can suggest modifications which is good practice for AO3 in the exam. <i>4.2.8 Animal research and ethics:</i> • <i>the use of animals in laboratory experiments where results can be related to humans</i> • <i>ethical issues regarding the use of animals in laboratory experiments, including the Scientific Procedures Act (1986) and Home Office Regulations</i> • Students choose three pieces of work they have studied which used animals (for example Pavlov and Skinner) and summarise the procedure and the reasons why the work was done. • In groups discuss these in relation to the issues for the animals and the use of the findings by humans. Suggest how the work might have been carried out not using animals. • Teacher to provide appropriate materials and students to read about the welfare of animals in research and the Animals (Scientific Procedures) Act 1986. • Provide details of the Bateson cube approach to assessing the value of animal research. • Choose an area of research and let the class have a debate about how the animals were used and if there was other ways of carrying out the research, include the value of the research. Do they think the research should have been done on humans instead? <u>Teaching points to note:</u> Students usually have strong opinions on this topic and although this needs to be respected they will need to be able to have a rational argument about the way they feel. They must use logic and not just emotion in their debate. It is an interesting point that the more the animal is like a human the more valuable it is for research and the more unethical it is to use it for this purpose, catch 22 situation. The Bateson cube approach is one way of forcing students to rationalize their opinions about the use of animals in research.
26	Consolidation, assessment and feedback	Students will be able to: Revise Biological psychology in preparation for an end of unit two test. Revise learning theories and development in preparation for and end of unit two test.	• In groups prepare “flash cards” etc for self and class testing of the studies and key terms. Play various games such as “bingo” “blockbusters”. • Provide a copy of the specification in table form and ask students to make comments about what they know and what they need to know. • Set up groups for revision help, place students together on the basis of their professed understanding of topics. Produce posters, mind maps, mnemonics etc. • Use the SAMs material to see exam style questions and exemplar responses. Students write questions and answers for each other. • Students to complete an end of unit test under examination conditions. Teacher then to provide feedback to support students development in weaker areas once marked. <u>Teaching points to note:</u> There are many ideas on the internet, which provide students with revision activities. Choose different ones for each Unit so that the students receive a variety of techniques and they can see which they prefer in their own revision.
27 - 29	<i>These lessons are allocated for revision and exam time but can also be used flexibly if you want to spend more time on certain topics or embed more frequent assessments throughout the year.</i>		
Unit 3: Applications of psychology			
30	Topic E: Development	Students will be able to:	<i>5.4 Issues and debates topics should be considered throughout this topic.</i> <i>5.1.1 Theories of attachment:</i> • <i>learning theories including O'Connor et al.'s (2013) study on</i>



tal psychology The importance of attachment, deprivation and privation	Know Bowlby's maternal deprivation hypothesis (attachment, privation and deprivation). Know the 44 Juvenile Thieves study. Understand the ethics of researching with children.	<i>social learning, parenting and attachment • Bowlby's maternal deprivation hypothesis and theory of attachment, including the 44 Juvenile Thieves study (1944).</i> <i>5.3.1 The use of research methods in psychology when carrying out research in developmental psychology: • research methods from units 1 and 2 as appropriate, related to developmental psychology • clinical interviewing in developmental psychology to understand the world of the child • ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/ cross-sectional research in developmental psychology.</i> • Students explore the 44 Thieves study and related issues and also to find at least two more relevant studies. • Students categorize scenarios as privation or deprivation, clarifying the differences through discussion. • Students analyze cases from the 44 Juvenile Thieves study to identify links between maternal deprivation and outcomes, followed by a discussion on criticisms. • Relate methods used by Bowlby and the other chosen studies to methods in Units 1 and 2 - draw up a template or poster to display those methods and have a column to add in developmental psychology methods to show differences (e.g. Bowlby uses a lot of qualitative data in his 44 Thieves study). <i>5.3.3 Ethics and the UNCRC (1989): • participation versus protection rights and research • getting data from children • ethical issues when children are the participants.</i> • Students debate ethical scenarios involving children, focusing on balancing participation and protection rights. • Students create hypothetical child-focused studies, addressing consent, confidentiality, and protection, then review each other's designs. • Use De Bono's Six Thinking Hats to discuss the ethics of researching with children. <i>5.3.5 Evaluation of research in developmental psychology: • issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</i> • Review concepts of validity, generalisability, reliability, objectivity/subjectivity, credibility and ethics and use the student evaluation toolkit if developed in Unit One. If not, develop a toolkit now. • Student's to continue with their vocabulary book (from unit one and unit two) to identify key terms and supply definitions including material deprivation hypothesis, attachment. • Use the student toolkit for evaluation of theory and research studies from Unit One. • Use the toolkit to look at the 44 Juvenile Thieves study and at least one other related study. • Review the taxonomy and set some short homework questions using some of the taxonomy words - continue to do this through this section, ranging across the different injunctions to practise what is required for each (e.g. 'explain' and 'evaluate'). <u>Teaching points to note:</u> If you have used the scheme of work for Year One, remind students about their student toolkit, the Six Hats and their evaluation toolkit as well as the vocabulary books. If they did not use these in Year One, review Week One of this Scheme of Work to see what was suggested and
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			start those activities/practices now for Year Two. Use the vocabulary books regularly when a new term is encountered. De Bono's Six Thinking Hats encourages students to be reflective learners and have the skills to evaluate and consider without fear of criticism. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and the issues and debates mentioned in 5.4. The general focus on evaluation points, ethical issues when researching with children, developmental psychology as science (including Units 1 and 2 material), strengths and weaknesses of developmental psychology (including Units 1 and 2 material) and ethics in general (including Units 1 and 2 material) are threaded through the study of developmental psychology. Use three posters (perhaps laminate for students) one for Units 1 and 2 and science, one for Units 1 and 2 and evaluation and one for Units 1 and 2 ethics, to make relating to them familiar throughout. As methods from Units 1 and 2 are also in developmental psychology, another poster for them would also be useful.
31	Topic E: Developmental psychology Ainsworth's work on attachment, the classic and contemporary study	Students will be able to: Understand Ainsworth's ideas, cross-cultural method. Know the classic study of Van IJzendoorn and Kroonenberg (1988) and the contemporary study of Cassibba et al. (2013).	<i>5.4 Issues and debates topics should be considered throughout this topic.</i> <i>5.3.1 The use of research methods in psychology when carrying out research in developmental psychology:</i> • research methods from units 1 and 2 as appropriate, related to developmental psychology • clinical interviewing in developmental psychology to understand the world of the child • ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/ cross-sectional research in developmental psychology. <i>5.3.2 Cross-cultural research:</i> • the use of the cross-cultural research method, including the Strange Situation, in developmental psychology, including nature-nurture issues • the use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types. <i>5.3.5 Evaluation of research in developmental psychology:</i> • issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate <i>5.1.2 Ainsworth's work on attachment including types of attachment and care giver sensitivity:</i> • cross-cultural research into attachment types • Strange Situation procedure. • Watch a video clip to look at the strange situation procedure and students are to summarise the procedure from the video. • Students act out scenarios demonstrating different attachment types and caregiver behaviors to understand Ainsworth's theory. • Groups research and debate findings from cross-cultural studies on attachment, focusing on variations in the Strange Situation results. • There is a paper by Ainsworth (1979) about infant-mother attachment that could be used. Ainsworth's ideas can be compared to Bowlby's, considering attachment types. <i>Classic study</i> <i>5.2.1 Van IJzendoorn and Kroonenberg (1988) Cross-cultural patterns of attachment: A Meta-Analysis of the Strange Situation.</i> • Create a world map where students place data points from the meta-analysis to visualize cross-cultural patterns in attachment. • Students analyze a graph of cross-cultural attachment patterns and discuss reasons for variations.

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			<i>Contemporary study</i> 5.2.2 <i>Cassibba et al. (2013) Attachment the Italian way (Italy).</i> Students compare findings from the Italian study with the meta-analysis, highlighting cultural influences on attachment. <u>Teaching points to note:</u> The students will need to have knowledge of the two studies as they will need to describe and evaluate the studies in the exam. Though this looks like a lot, start with Ainsworth, attachment types and the strange situation, then the two meta-analysis as the two studies and then the rest could be discussion around the various issues that need to be taken from this week's learning. You may wish to use C.R.E.A.T.E as a way of getting students to reflect deeply on original journal articles that are accessible or use aspects of C.R.E.A.T.E and build this process up throughout the course. This idea was introduced in Unit One. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and the issues and debates mentioned in 5.4. Prepare homework using the taxonomy to familiarize students with some of the main injunctions. Pay particular attention to the taxonomy for essay/extended writing and set an essay for students to tackle based on a main theory or study in this section.
32	Topic E: Developmental psychology Learning theories of attachment and of language	Students will be able to: Understand learning theories of attachment. Know O'Connor et al.'s (2013) study on social learning, parenting and attachment. Understand learning theories of language.	<i>5.4 Issues and debates topics should be considered throughout this topic.</i> 5.1.1 <i>Theories of attachment: • learning theories including O'Connor et al.'s (2013) study on social learning, parenting and attachment • Bowlby's maternal deprivation hypothesis and theory of attachment, including the 44 Juvenile Thieves study (1944).</i> - Students allocated different sections of O'Connor et al.'s (2013) social learning, parenting and attachment study to make notes on and then exchange/present (in small groups/in front of class). 5.1.3 <i>Theories of cognitive development: • Piaget's stages of cognitive and language development • Vygotsky's zone of proximal development (ZPD) • stages of language development • theories of language: learning including Skinner; nativist including Chomsky's language acquisition device (LAD); interactionist including Vygotsky.</i> - Students set up a debate to help them explore different theories. Can also be used to consider issues such as Nature vs. nurture and nativist v behaviourist. - A general discussion with links on human language development, including Vygotsky. This could be used to develop a presentation on language development and bring in AS learning about learning theories too. <u>Teaching points to note:</u> Although this is about attachment and parenting as well as about language development, the theme is learning theories so draw on previous understanding of learning theories. Also consider methodology in developmental psychology such as Skinner's experiments and generalising to children. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates that appear in 5.4. Use O'Connor et al.'s (2013) study and the study template as well as evaluation of studies to develop skills. There is a lot in this week that links to psychology and science, one of the issues in



			developmental psychology.
33	Topic E: Developmental psychology Cognitive and language development	Students will be able to: Understand cognitive development (Piaget and Vygotsky). Understand language development. Review Skinner and Chomsky and bring in Piaget and Vygotsky as well as stages of language development.	<i>5.1.3 Piaget's stages of cognitive and language development</i> - Assign students different stages (e.g., sensorimotor, preoperational, concrete operational, formal operational). Have them role-play tasks typical of their assigned stage, such as object permanence (sensorimotor) or conservation tasks (concrete operational). - Students could use the terms to draw up a poster and also to add them to their vocab book. Piaget's theory can be understood through terms. <i>5.1.3 Vygotsky's zone of proximal development (ZPD)</i> - Students could give examples of their own learning experiences that can be explained using zone of proximal development. <i>5.1.3 Stages of language development</i> - Create cards with age ranges (e.g., 0-6 months, 6-12 months) and language milestones (e.g., cooing, babbling). Have students match the milestones to the appropriate ages. - Summarise the stages of language acquisition. - Students could role play learning a new language and using the different theories to see which would help. <i>5.1.3 theories of language: learning including Skinner; nativist including Chomsky's language acquisition device (LAD); interactionist including Vygotsky.</i> - Any of the individual studies can be found using Library facilities or via the internet. Students need to describe in detail and evaluate in depth Vygotsky's theory. - Nature vs. Nurture in Language Development debate. Divide students into groups arguing for biological (Chomsky) and social (Vygotsky) influences on language development. Include interactionist views to mediate. <i>Contemporary study of choice (if chosen)</i> <i>5.2.4 Ding et al. (2014) The relation of early infant attachment to attachment and cognitive development outcomes in early childhood.</i> - There is a summary of the study in the Summary of Studies booklet available on the IAL Psychology website. - Provide a summary of Ding et al.'s research on how attachment influences cognitive development. Follow this with a quiz to test comprehension of key findings and methodology. - Present scenarios describing different attachment styles. Students predict how these might influence cognitive outcomes, using Ding et al.'s findings. <i>5.3.1 Clinical interviewing in developmental psychology to understand the world of the child</i> <i>5.3.1 Ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/ cross-sectional research in developmental psychology.</i> - Present examples of clinical interviews (written or video) with effective and ineffective

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		techniques. Have students critique the methods and suggest improvements. • Summarise ethnographic field work and Sam Punch. • Present a summary of Punch's study on children's roles in Bolivia. Have students discuss how ethnographic methods help understand children's development in cultural contexts. <u>Teaching points to note:</u> Compare the ideas on attachment, deprivation and privation and the way they are studied with the more formal (scientific) methods looking at cognitive and language development. Social and emotional development are to come, and they have a different focus again and will help to draw things together. This week is about cognitive and language development except for Skinner and Chomsky from last week so build on those ideas. When discussing consider using the Six Hats idea and CREATE. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues and debates around psychology. Ding et al. (2014) is one of the contemporary studies you can choose and if you do choose it, use the study template and evaluation and add it to a file of studies needed for the course/Unit 3.
34	Topic E: Developmental psychology Social and emotional development	Students will be able to: Understand Erikson's stages of psychosocial development. Understand Vygotsky's theory of social development and mindfulness enhancing social, emotional and cognitive development. Know Ashdown and Bernard (2012) if not choosing Ding et al. (2014). <i>5.1.4 Theories of social and emotional development: • Erikson's stages of psychosocial development • Vygotsky's theory of social development • mindfulness enhancing social, emotional and cognitive development.</i> <i>Contemporary study of choice (if chosen)</i> <i>5.2.3 Ashdown and Bernard (2012) Can explicit instruction in social and emotional learning skills benefit the social and emotional development, well-being and academic achievement of young children?</i> • There is a summary of the study in the Summary of Studies booklet available on the IAL Psychology website. • Students compare Erikson with Piaget (e.g. life span approach versus ending at adolescence). • Look at what sites for parents say about children and their social development and perhaps students could write a case study of a child and consider their social and emotional developing using Erikson's and Vygotsky's ideas. Instead of a case study, students could create a poster; do a presentation or a debate. • Consider the method in relevant studies and what was done. • Explain how such studies are carried out including looking at ethics and participants. <u>Teaching points to note:</u> Can draw on what was learned about Vygotsky when looking at language and cognitive development as his ideas about social development were probably covered then, so just review. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, issues and debates around psychology. Relate Erikson to the psychodynamic approach from Unit Two and learning and development there. Also looking at Erikson can help to see that developmental psychology goes from birth to adolescence and beyond and what we experience as children affects our later development. A lot of research regarding young children looks at their cognitive, social and emotional development, perhaps

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			link developmental psychology and what has been covered by researching daycare studies to show this 'overall' approach.
35	Topic E: Developmental psychology Science, methods, issues and debates	Students will be able to: Students to bring together all the material on methods, consider research methods in developmental psychology. Discuss the issues and debates in 5.4. Review analysis including List A and List B for qualitative and quantitative data. Understand ethical issues, practical issues, cultural and social issues and how to research nature-nurture	5.3.1 <i>The use of research methods in psychology when carrying out research in developmental psychology:</i> • research methods from units 1 and 2 as appropriate, related to developmental psychology • clinical interviewing in developmental psychology to understand the world of the child • ethnographic field work including Punch in Bolivia (2002) related to developmental psychology and longitudinal/ cross-sectional research in developmental psychology. 5.3.2 <i>Cross-cultural research:</i> • the use of the cross-cultural research method, including the Strange Situation, in developmental psychology, including nature-nurture issues • the use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types. 5.3.3 <i>Ethics and the UNCRC (1989):</i> • participation versus protection rights and research • getting data from children • ethical issues when children are the participants. 5.3.4 <i>Decision making and interpretation of data:</i> • List A from Topic A as appropriate • List B from Topic B as appropriate. 5.3.5 <i>Evaluation of research in developmental psychology:</i> • issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate. 5.4.1 <i>Ethical issues in research (animal and human)</i> 5.4.2 <i>Practical issues in the design and implementation of research</i> 5.4.6 <i>Cultural and gender issues in research</i> 5.4.7 <i>The role of nature and nurture in psychology</i> • Students could put forward a research proposal for a piece of research in developmental psychology to look at different methods (e.g. longitudinal versus cross-sectional to look at language development). • Debates, posters, presentations, short answer questions, using matching cards, gapped tasks are all ways to revise the methods covered. • Give different scenarios that suit different methods (all about children) and students to put forward a research idea and share with the rest of the class. • Draw on revision of ethics for the method section and practice writing a 20 mark essay on human ethics and one on animal ethics. Use examples from the course. • Practical issues can be shown using studies throughout the course and be ready to analyse such issues. • Use the hypotheses generated for the method part of psychological skills and look for practical issues. Obedience covered cultural issues to review that for cultural issues. <u>Teaching points to note:</u> Draw on what was covered regarding BPS ethics and risk management in Units 1 and 2 and build on methods learnt in Units 1 and 2. It is suggested that previous material is threaded through the other weeks and reviewed here only, e.g. cross-cultural research was considered including the classic and one of the contemporary studies. List A and List B are in the other option as well (criminological or child psychology) so that can be covered just once if preferred. Use the templates and ideas from Unit One (such as the student toolkit). Use homework to



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			practice synopticity as developmental psychology is where the AS material is reviewed/brought back. In issues and debates use examples from across the course where possible, as this is a synoptic element. There is one 20-mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be 'evaluate', 'to what extent' and 'assess', refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
36	Topic E: Developmental psychology Science, methods, issues and debates	Students will be able to: Understand different ways of explaining behaviour, the difference between reductionist/holist focus and psychology as a science. Understand how psychology has developed over time, can be used to inform society and also involves social control and socially sensitive research.	<i>5.4.3 Reductionism versus holism</i> <i>5.4.4 Ways of explaining behaviour using different approaches</i> <i>5.4.5 The issue of psychology as a science</i> <i>5.4.8 An understanding of how psychology has developed over time</i> <i>5.4.9 The use of psychology in social control</i> <i>5.4.10 The use of psychological knowledge in society</i> <i>5.4.11 issues relating to socially sensitive research</i> - Students could debate the idea of psychology and science before looking at sources, however, as they have enough information to go on from what they have studied. Then they can look things up more and prepare a debate about psychology being science and one about it being 'not science' This link is for a Split students into two groups: one for reductionism, the other for holism. Each group presents arguments for their position. Class discussion to evaluate the merits of each side. This debate can inform the 'science' debate as well. - Students need to prepare material for a 20-mark question. Using reductionism to evaluate studies is another part of the debate about reductionism and holism. The course has covered different approaches. - Present a case study on the use of psychology for social control (e.g., Milgram, behavioral conditioning). Class discussion on positive and negative societal impacts, and ethical considerations. - Socially sensitive research can be considered, and students could draw on their learning and use additional resources. Present a case study of socially sensitive research (e.g., Stanford prison experiment, Milgram). Group discussion on ethical issues and societal impact then groups present their analysis to the class. - Students can go back over what has been studies to see how psychology has changed over time such as taking one topic (e.g. obedience) to see changes (or how things have not changed as situation is still seen as governing obedience). - Students create a timeline of key figures and milestones in psychology (e.g. Ashdown, Freud, cognitive revolution). This could be followed with a class discussion about how psychology has evolved and its impact. <u>Teaching points to note:</u> In issues and debates use examples from across the course where possible, as this is a synoptic element. There is one 20-mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be 'evaluate', 'to



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			what extent' and 'assess', refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
37	CHOOSE TOPIC F: CRIMINOLOGICAL PSYCHOLOGY OR TOPIC G: HEALTH PSYCHOLOGY <i>Delete the lessons for the topic that you are <u>not</u> studying when editing this scheme of work.</i>		
	Topic F: Criminological psychology Explanations of crime and antisocial behaviour	Students will be able to: Understand three different explanations of crime and anti-social behaviour including: • learning theory (social learning) • a social theory (self-fulfilling prophecy) • a biological theory (anti-social personality disorder).	<i>6.1.1 Social and personality explanations for crime and anti-social behaviour:</i> • self-fulfilling prophecy • social learning from the media • antisocial personality disorder (ASPD). • A short account of the different explanations can help in making a start. Students could look and then draw up their own presentation. • Students could take an explanation each and present it, with a handout for the other students prepared ready. • Students write a newspaper article about exploring different explanations. <i>6.3.1 The use of research methods in psychology when carrying out research in criminological psychology:</i> • research methods from units 1 and 2 as appropriate, related to criminological psychology • experiments as used in the study of eye witness memory • mock jury research as a method for studying jury decision-making. <i>6.3.2 Ethical guidelines:</i> • British Psychological Society (BPS) Code of Ethics and Conduct (2009) • risk management when carrying out research in psychology. <i>6.3.3 Decision making and interpretation of data:</i> • List A from Topic A as appropriate • List B from Topic B as appropriate. <i>6.3.4 Evaluation of research in criminological psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.</i> • Review research methods covered in Units 1 and 2 (e.g., experiments, case studies, observational research, surveys). Focus on how these methods are used in criminological psychology to investigate crime and anti-social behaviour. Use examples from criminological research. Discuss what are the advantages and limitations of using these methods to study crime? How do these methods relate to the ethical concerns discussed earlier? • Provide students with a short summary of a criminological research study. In pairs, students will evaluate the study using the following criteria: Reliability: Is the study repeatable and consistent? Validity: Does the study measure what it intends to measure? Generalisability: Can the findings be applied to a broader population? Credibility: Does the study have a strong basis in theory? Objectivity/Subjectivity: Was the research free from bias? Ethics: Were ethical guidelines followed? Practical Application: Can the findings be used to address crime or anti-social behaviour in real life? <u>Teaching points to note:</u> Application studies are useful for all areas, not just eye-witness and juror decision-making but also looking at explanations, such as sfp (e.g. Jahoda's study and Merton's work) and social learning (e.g. Bandura's work). Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates. The method focusing on eye-witness (experiments) and juror decision-making (mock jury) is separate but the rest of the method section can be threaded through as in developmental psychology. These are three different explanations but studying them as a trio can be useful, comparing and contrasting



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		them (including bringing in foundations and underpinning ideas such as social learning, social psychology and biology). Comparing theories can help with learning. Topic G: Healthy psychology Physiology of stress Students will be able to: Understand the physiology of stress through studying the Hypothalamic-Pituitary-Adrenal (HPA) axis, cortisol, brain regions including the hippocampus, amygdala, prefrontal cortex. Understand Selye's General Adaptation Syndrome (GAS) including the alarm reaction. 7.1.1 <i>Hypothalamic-Pituitary-Adrenal (HPA) Axis.</i> 7.1.2 <i>Cortisol - the stress hormone</i> 7.1.3 <i>Brain regions associated with stress, including hippocampus, amygdala, prefrontal cortex</i> 7.1.4 <i>Selye's General Adaptation Syndrome (GAS) including the alarm reaction</i> - Students to be able to explain what is stress and what is the HPA? Students could research the terms, use their vocab books and also draw up a table of terms for Health Psychology for a poster for revision. Students could prepare their own PowerPoint focusing on biological aspects for this week. - Cortisol, the stress hormone, can be looked up and students could prepare a leaflet for people with stress to give advice and explanation. - Find a picture of the brain showing the required regions and perhaps draw the brain and explain the role of the regions relating to stress. - Research Selye and write about him as a person (Hans Selye) - include the alarm reaction. 7.3.1 <i>The use of research methods in psychology when carrying out research in health psychology:</i> • <i>research methods from units 1 and 2 as appropriate, related to health psychology</i> • <i>use of standardised questionnaires, including Adolescent Lifestyle Questionnaire (ALQ) related to health psychology</i> • <i>use of focus groups.</i> 7.3.4 <i>Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.</i> - Review research methods covered in Units 1 and 2 (e.g., experiments, case studies, observational research, surveys). Focus on how these methods are used in health psychology. Use examples from health research. Discuss what are the advantages and limitations of using these methods to study health? How do these methods relate to the ethical concerns discussed earlier? - Provide students with a short summary of a health research study. In pairs, students will evaluate the study using the following criteria: Reliability: Is the study repeatable and consistent? Validity: Does the study measure what it intends to measure? Generalisability: Can the findings be applied to a broader population? Credibility: Does the study have a strong basis in theory? Objectivity/Subjectivity: Was the research free from bias? Ethics: Were ethical guidelines followed? Practical Application: Can the findings be used to address health in real life? <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates. The method focusing on eye-witness (experiments) and juror decision-making (mock jury) is separate but the rest of the method section can be threaded through as in developmental psychology.
38	Topic F: Criminological psychology Students will be able to: Understand how cognitive interview techniques to help	6.1.2 <i>Cognitive interview techniques with witnesses</i> 6.1.3 <i>The use of psychological (case) formulation to understand the function of offending behaviour in the individual.</i> Students could have a case from a newspaper and work on a cognitive versus a standard



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Understanding the offender	witnesses and the policy and also case formulation to understand how offending behaviour is functional for the individual.	police interview to show the differences. • Use cases to work on and prepare a case formulation. Cases can be found using a search engine. • Look up what a forensic psychologist does as a job, to see how case formulation fits with treatment (which is focused on later). Students could prepare a job description of a forensic psychologist (or do that later when treatments are covered too). • Draw up a poster showing assessment, case formulation and treatment as a process. • Consider professional ethics regarding the practical psychologist including BPS guidelines. <u>Teaching points to note:</u> Consider the difference here in method and approach. This is about people's emotions, experiences and individual differences rather than focusing on science and experiments. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates.
Topic G: Healthy psychology Brady and the use of non-human animals	Students will be able to: Understand the classic study, Brady (1958). Understand the use of animals, which the study involves.	<i>Classic study</i> <i>7.2.1 Brady (1958) Ulcers in executive monkeys</i> <i>7.3.2 Use of non-human animals in experiments in psychology - practical and ethical issues and the Animals (Scientific Procedures) Act 1986</i> • A summary of studies can be found on the IAL Psychology Pearson website. • Students can use this summary and form a study template including evaluation. • Students could draw up a poster or do a presentation on the Animal (Scientific Procedures) Act 1986. • Focus separately on ethics and practical issues, perhaps using a mind map for each, to separate them. • Create a 'pros and cons' of using animals in psychological research list. Pros and cons can form a useful debate. • Students could use the BPS Code of Ethics and Conduct (2009) and compare it with the Animals (Scientific Procedures) Act 1986, perhaps use a table with two columns to show the differences and then a summary box too. • Students could use the Brady study and the Animals (Scientific Procedures) Act 1986 to see how far the ethics of using animals were broken or adhered to. <i>7.3.1 The use of research methods in psychology when carrying out research in health psychology:</i> • research methods from units 1 and 2 as appropriate, related to health psychology • use of standardised questionnaires, including Adolescent Lifestyle Questionnaire (ALQ) related to health psychology • use of focus groups. <i>7.3.3 Decision making and interpretation of data:</i> • List A from Topic A as appropriate • List B from Topic B as appropriate. <i>7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings.</i> • Students practice designing a study using the Adolescent Lifestyle Questionnaire (ALQ) or conduct a simulated focus group on health-related behaviours. • Students design a health psychology experiment or survey using methods like self-reports



		or observations, linking it to a specific health behaviour. Students assess a health psychology study in small groups, focusing on strengths and weaknesses related to reliability, validity, and ethical considerations, then present their findings. <u>Teaching points to note:</u> In this week mention that animals are used, and this is 1958 so perhaps not ethics as 'we' know it. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates. This is a good time to bring in other animal studies such as considering Skinner's work in developmental psychology perhaps. Look thorough at the use of animals in experiments and issues like generalising so that this issue is covered for the whole of the A2.
39	Topic F: Criminological psychology Eye-witness testimony and studies	Students will be able to: Understand factors affecting the reliability of eye-witness memory including post-event information, weapons focus, the 'other race' effect and stress and trauma. Know the classic study, which relates to eyewitness testimony (Loftus and Palmer, 1974) and Valentine and Mesout (2009) if chosen (eye-witness identification and a field study). Relate methodology and experiments in eye-witness testimony. <i>6.1.4 Factors influencing the reliability of eye-witness memory: • post-event information • weapons focus • 'other race' effect • stress and trauma.</i> <i>Classic study</i> <i>6.2.1 Loftus and Palmer (1974) Reconstruction of auto mobile destruction: An example of the interaction between language and memory.</i> <i>Contemporary study of choice (if chosen)</i> <i>6.2.3 Valentine and Mesout (2009) Eyewitness identification under stress in the London Dungeon.</i> - There is a summary of these studies available on the IAL Psychology Pearson website. - Weapon focus has been widely researched. One way to study this area is to draw up a poster of about four studies (perhaps quarter the page) as evidence. Use the Six Hats to think though the effect of a weapon in a scene someone is witnessing. - Post-event information links to reconstructive memory in Unit One. Use the game Chinese Whispers to see the effect of post-event information. The first student starts off a sentence then whispers it to the next one and so on and one is primed (after about six students) to add something else as they pass the message on. Does that 'something else' come through to the end? - Provide students with information about the 'other race' effect. Students could write a newspaper article using the information or do a PowerPoint presentation (or a poster). - Stress and trauma is covered in Valentine and Mesout. Students could summarise it using their study template. They could do a presentation on the study or role play it in class. <i>6.3.1 The use of research methods in psychology when carrying out research in criminological psychology: • research methods from units 1 and 2 as appropriate, related to criminological psychology • experiments as used in the study of eye witness memory • mock jury research as a method for studying jury decision-making.</i> <i>6.3.2 Ethical guidelines: • British Psychological Society (BPS) Code of Ethics and Conduct (2009) • risk management when carrying out research in psychology.</i> <i>6.3.3 Decision making and interpretation of data: • List A from Topic A as appropriate • List B</i>

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		from Topic B as appropriate. <i>6.3.4 Evaluation of research in developmental psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.</i> • In the area of eye-witness memory role play could be used and an experiment done in class by pretending race or weapon focus. • Students conduct a mock experiment simulating eyewitness memory, where they observe a short video and later test each other's recall accuracy. • Students participate in a mock jury trial, where they simulate the decision-making process, and then analyze how group dynamics influence verdicts. • Consider drawing up a poster for each study (Valentine and Mesout and Loftus and Palmer) and then a separate poster comparing them and another one evaluating them both considering the terms in 6.3.4. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates. The studies themselves bring in the methods so there is no need to do more on the methods than look at the studies. Bring in studies for the factors as well as the classic and contemporary study listed here (such as Loftus and the weapon effect). The Valentine and Mesout study is a choice, you can use a juror decision-making instead which relates to pre-trial publicity. Bring in what is known about experiments from cognitive psychology in Unit One. In Unit 3 extended writing tends to go up to 8 marks so use 8-mark homework questions a lot and bring in injunctions to practice them.
Topic G: Healthy psychology Factors affecting stress	Students will be able to: Understand three factors affecting stress.	<i>7.1.5 Life events and daily hassles including the Holmes and Rahe stress scale</i> • Ask the students: "What are some big life events that could cause stress?" "What about smaller, everyday things? Can they cause stress too?" Write their ideas on the board and categorize them into Life Events (e.g., moving house, death of a loved one) and Daily Hassles (e.g., traffic, missed bus, too much homework). Compare life events with daily hassles. • Present the Holmes and Rahe Stress Scale to the students (a list of life events with a numerical score indicating how much stress each event is associated with). Ask students to read through the life events listed and ask them to calculate their own Life Change Unit (LCU) score. They can mark off which life events they've experienced in the past year and then add up the scores of those events to find their total LCU. <i>7.1.6 Individual differences, including personality traits, Type A personality and links to stress</i> • Provide students with a quiz to determine if they are type A or type B and get them to arrange characteristics into either Type A or Type B. • Explore research associated with Type A personality and stress, linking to biological aspects and the physiology of health. <i>7.1.7 Social support including family, friends and community</i> • Students could make up a story about an individual and how social support might alleviate their stress or find a real case reported on the Internet and see how social support might have/did help.



			<u>Teaching points to note:</u> These are life events and daily hassles (including the Holmes and Rahe stress scale), individual differences (including Type A personality), and social support. Also questionnaires (including the Adolescent Lifestyle Questionnaire) and the use of focus groups. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues. In Unit 3 extended writing tends to go up to 8 marks so use 8-mark homework questions a lot and bring in injunctions to practice them.
40	Topic F: Criminological psychology Jury decision-making	Students will be able to: Understand Jury decision-making through looking at how attractiveness and race of the defendant affects decision-making as well as pre-trial publicity. Know Penrod and Cutler (1989) Eyewitness Expert Testimony and Jury Decision making as research. Know Bradbury and Williams (2013) study. Know the optional contemporary study Ruva et al. (2007) that is to be covered if Valentine and Mesout was not chosen.	<i>6.1.5 Factors influencing jury decision-making:</i> • characteristics of the defendant, including attractiveness and race • pre-trial publicity • research into expert testimony including Penrod and Cutler (1989) Eyewitness Expert Testimony and Jury Decision Making. <i>Contemporary study</i> <i>6.2.2 Bradbury M D and Williams M R (2013) Diversity and Citizen Participation: The Effects of Race on Juror Decision Making.</i> <i>Contemporary study of choice (if chosen)</i> <i>6.2.3 Ruva, McEvoy and Bryant (2007) Effects of pre-trial publicity and jury deliberation on jury bias and source memory errors.</i> • There is a summary of the classic and contemporary studies available on the IAL Psychology website. • Students to mindmap what factors could influence jury in deciding if a defendant is guilty or not. • Unpick the IV, DV and so on and consider controls in Penrod and Culter's (1989). • Discuss studies that suggest how attractiveness can influence verdicts. For example, attractive defendants may be found less guilty because they are perceived as more likable or trustworthy. • Present research on race (e.g., Black defendants often receive harsher sentences than white defendants). Discuss implicit bias and how it can impact decisions unconsciously. • There are a lot of terms in this section (and in eye-witness memory) so using the vocab book can be helpful and perhaps draw up tables with terms and their meanings alongside them to help with revision. <i>6.3.1 The use of research methods in psychology when carrying out research in criminological psychology:</i> • research methods from units 1 and 2 as appropriate, related to criminological psychology • experiments as used in the study of eye witness memory • mock jury research as a method for studying jury decision-making. <i>6.3.2 Ethical guidelines:</i> • British Psychological Society (BPS) Code of Ethics and Conduct (2009) • risk management when carrying out research in psychology. <i>6.3.4 Evaluation of research in criminological psychology:</i> • issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate. • Use the studies to look at the method of mock juror experiments. Could work on a mock juror experiment in class. • Make suggestions on actions that can be taken to reduce the impact of factors influencing

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			jury decision-making. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates.
	Topic G: Healthy psychology Coping strategies	Students will be able to: Understand ways of coping with stress including appraisal, problem and emotion focusing, as well as positive and negative techniques.	<i>7.1.8 Appraisal focusing, problem focusing, emotion focusing</i> <i>7.1.9 Positive and negative techniques</i> • Students write an essay comparing all three - appraisal, problem and emotion focusing. • Students can present one argument for each and then debate them. The material could be used to produce a handout with tasks. • Students to review a number of scenarios or case studies (these could be made up) and pick out the coping mechanism (appraisal, problem and emotion focusing) that the individual is using to cope with stress. • Students to research leaflets/medical advice about coping with stress and suggest improvements based on the three ways. They can also create their own leaflet. • Students to be given a range of techniques and decide if they are examples of positive and negative coping skills. • The Six Hats would help a discussion on coping with stress as it is something people know about before more intensive studying. <i>Contemporary study</i> <i>7.2.2 Nakonz and Shik (2009) And all your problems are gone: religious coping strategies among Phillipine migrant workers in Hong Kong.</i> <i>7.3.4 Evaluation of research in health psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings</i> • There is a summary of studies available on the IAL Psychology Pearson website. • Nakonz and Shik (2009) link to developmental psychology and evaluate the research. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates. These techniques can link to use of CBT for anxiety, which is in the next week also social support as a technique from the previous week so make the links.
41	Topic F: Criminological psychology Treatments	Students will be able to: Understand the use of CBT as a therapy for offenders and its effectiveness.	<i>6.1.6 Cognitive Behavioural Therapy (CBT) as a therapy for offenders: • using CBT as a therapy for offenders • effectiveness of CBT as a therapy for offenders.</i> • Teacher to present the basic idea of how CBT is done. Students provided with a range of resources and present an overview, focused on its use and its effectiveness. • The Six Hats can suit that sort of focus (facts, emotions, creativity, strengths, weaknesses...) • Students create a mind map that includes using CBT and some evidence of its effectiveness or to role play an offender case study and someone carrying out CBT. Include how external factors might influence success of CBT and compare it to other forms of offender therapy. • Class debate to consider “is CBT effective for all offenders”. Class split into two groups –



		one for it being effective and one group against it being effective. Students to use research to justify their opinions and then debate and write a summary. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, and ethical issues.
	Topic G: Healthy psychology Treatments for anxiety	Students will be able to: Understand the use of drug therapy (SSRIs and SNRIs) and CBT for anxiety (including effectiveness). <i>7.1.10 Selective Serotonin Reuptake Inhibitors (SSRIs)</i> <i>7.1.11 Serotonin and Norepinephrine Reuptake Inhibitors (SNRIs)</i> <i>7.1.12 Cognitive Behavioural Therapy (CBT) for anxiety disorders and effectiveness of such treatment.</i> - Students could do a presentation on SSRIs or SNRIs and in both cases list the drugs, give the side effects and give strengths and weaknesses. Students can also compare both and suggest when one might be more suitable over the other one. - Teacher to present the basic idea of how CBT is done. Students provided with a range of resources and present an overview, focused on its use and its effectiveness. - Class debate to consider “is CBT effective for all of those struggling with anxiety disorder”. Class split into two groups – one for it being effective and one group against it being effective. Students to use research to justify their opinions and then debate and write a summary. - Compare drug therapy v CBT compared drawing on their foundations (biology v cognitive/behavioural). - Look for case study comments about treatment for anxiety to see what people say about the therapies. <i>Contemporary study of choice (choose one)</i> <i>7.2.3 Avdagic et al. (2014) A randomised controlled trial of acceptance and commitment therapy (ACT) and cognitive-behavioural therapy (CBT) for generalised anxiety disorder.</i> <i>7.2.4 Russell et al. (2015) Adaptation of an adolescence coping assessment for therapeutic recreation and outdoor adventure settings.</i> - There is a summary of these studies on the IAL Psychology website. - Provide students with a hypothetical case study of a person with GAD or an adolescent in a recreational therapy setting and have them discuss how the interventions from either study (ACT, CBT, or coping assessment) could be applied. - Students discuss in groups how the findings from either study could be applied in real-world settings (e.g., therapy clinics, school counselling, outdoor recreation programs). <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, and issues and debates.
42	Topic F: Criminological psychology	Students will be able to: Revise criminal psychology methods. <i>6.3.1 The use of research methods in psychology when carrying out research in criminological psychology: • research methods from units 1 and 2 as appropriate, related to criminological psychology • experiments as used in the study of eye witness memory • mock jury research as a method for studying jury decision-making.</i>



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Method focus		6.3.2 Ethical guidelines: • <i>British Psychological Society (BPS) Code of Ethics and Conduct (2009)</i> • <i>risk management when carrying out research in psychology.</i> 6.3.3 Decision making and interpretation of data: • <i>List A from Topic A as appropriate</i> • <i>List B from Topic B as appropriate.</i> 6.3.4 Evaluation of research in criminological psychology: • <i>issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</i> • Top Trumps/Rate or Slate: students to develop Top Trumps cards rating studies in criminological psychology on validity, reliability, generalisability, credibility, subjectivity/objectivity and ethics. The game of Top Trumps can be played once a full set of cards is achieved. • Students to develop evaluation revision cards; two strengths and two weaknesses for each theory/study/research method/ concept studied. A clue to the evaluation points is written on one side of the card and the answer to the clue on the reverse. Once a student can answer all the clues on a card by checking the reverse, it can be placed in a 'done' pile. Incorrect answers mean the revision card is placed in the 'to do' pile. • True or false? Teacher led class quiz including statements concerning criminological psychology that are either true or false. Students to hold up a green or red card to indicate choice or write down their answer individually for later scoring. • Practise data analysis on tables and graphs using past papers and SAMs material. Compare methods in developmental and criminological psychology with what they are researching to see how method suits topic. • Develop some research questions in criminological psychology (related to the topics) and see what methods would suit - and strengths and weaknesses as well as ethics - use the list of terms in 6.3.4 <u>Teaching points to note:</u> These ideas are from Unit One, social psychology. Note how ideas can be recycled and students get used to them as well, which can help learning. Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, issues and debates.
Topic G: Healthy psychology Method focus	Students will be able to: Revise health methods.	7.3.1 The use of research methods in psychology when carrying out research in health psychology: • <i>research methods from units 1 and 2 as appropriate, related to health psychology</i> • <i>use of standardised questionnaires, including Adolescent Lifestyle Questionnaire (ALQ) related to health psychology</i> • <i>use of focus groups.</i> 7.3.2 Use of non-human animals in experiments in psychology practical and ethical issues and the Animals (Scientific Procedures) Act 1986. 7.3.3 Decision making and interpretation of data: • <i>List A from Topic A as appropriate</i> • <i>List B from Topic B as appropriate.</i> 7.3.4 Evaluation of research in health psychology: • <i>issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings as appropriate.</i> • Top Trumps/Rate or Slate: students to develop Top Trumps cards rating studies in criminological psychology on validity, reliability, generalisability, credibility, subjectivity/objectivity and ethics. The game of Top Trumps can be played once a full set of



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		cards is achieved. - Students to develop evaluation revision cards; two strengths and two weaknesses for each theory/study/research method/ concept studied. A clue to the evaluation points is written on one side of the card and the answer to the clue on the reverse. Once a student can answer all the clues on a card by checking the reverse, it can be placed in a 'done' pile. Incorrect answers mean the revision card is placed in the 'to do' pile. - True or false? Teacher led class quiz including statements concerning criminological psychology that are either true or false. Students to hold up a green or red card to indicate choice or write down their answer individually for later scoring. - Practise data analysis on tables and graphs using past papers and SAMs material. Compare methods in developmental and health psychology with what they are researching to see how method suits topic. - Develop some research questions in health psychology (related to the topics) and see what methods would suit - and strengths and weaknesses as well as ethics - use the list of terms in 7.3.4 <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, issues and debates.
43	Consolidation, assessment and feedback Criminological psychology option	Students will be able to: Use the time for catching up and/or revision of topic. Recall developmental psychology in preparation for an end of unit three test. Recall criminological psychology in preparation for an end of unit three test. - Students to review their class notes on developmental and criminological psychology and prepare a set of ten multiple choice questions/ single answer questions. Questions can be pooled for a class quiz. - Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. - Students to use mindmaps and comparison tables to help with visual revision. - Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. - Students to create examination style answers using the entire taxonomy. - Students to write their own 'exam questions'. Use the SAMs questions and mark schemes to practice. - Use the time to catch up as necessary. - Students to complete an end of unit test under examination conditions. Teacher then to provide feedback to support students development in weaker areas once marked. <u>Teaching points to note:</u> Provide students with other revision resources e.g. IAL Psychology textbook.
	Consolidation, assessment and feedback	Students will be able to: Use the time for catching up and/or revision of topic. Recall developmental psychology - Students to review their class notes on developmental and health psychology and prepare a set of ten multiple choice questions/ single answer questions. Questions can be pooled for a class quiz. - Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for



	Health psychology option	in preparation for an end of unit three test. Recall health psychology in preparation for an end of unit three test.	areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. • Students to use mindmaps and comparison tables to help with visual revision. • Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. • Students to create examination style answers using the entire taxonomy. • Students to write their own 'exam questions'. Use the SAMs questions and mark schemes to practice. • Use the time to catch up as necessary. • Students to complete an end of unit test under examination conditions. Teacher then to provide feedback to support students development in weaker areas once marked. <u>Teaching points to note:</u> Provide students with other revision resources e.g. IAL Psychology textbook.
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Unit 4: Clinical psychology and psychological skills

44	Topic H: Clinical psychology Definitions of abnormality	Students will be able to: Understand the history of abnormality, the statistical infrequency definition and the failure to function adequately definition, including Rosenhan and Seligman (1989). Understand the ICD and DSM classification systems, certain versions in particular	<i>8.1.1 Definitions of abnormality:</i> • the history of abnormality • statistical infrequency definition • failure to function adequately including Rosenhan and Seligman, 1989. • Present students with the history of abnormal psychology - not quite about 'abnormality'. • Students could use an appropriate case study (fictional or non-fictional) and then use other material to discuss 'abnormality' in that context. • Students could work in groups with one definition of abnormality each and argue the strengths and weaknesses of it. • Use Rosenhan and Seligman (1989) study to suggest what ideal mental health looks like. • Students could use the Six Hats to discuss all this and discuss cultural aspects that might affect definitions. <i>8.1.2 Classification systems:</i> • ICD (ICD10 and ICD 11 when revised – 2017) • DSM including DSM IVR and DSM V. • Students can browse ICD-11 and look at information about it. Focus on mental health issues but note the rest too. Make a list of 10 issues that relate to clinical psychology and then they can compare them with the DSM classification. • Students can write out the 5 axes with some of the examples to make their notes and then compare with the ICD-11, finding 5 differences. • Debate with the two versions of the DSM and the ICD version to decide which is best as a classification system. • The BPS (British Psychological Society) has written about the DSM-5 and students could follow the arguments about the DSM-5 and perhaps write a response in the form of an article to a newspaper a) defending it and b) 'attacking' it. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, issues and debates. This is a good opportunity to focus on the evaluation issues as all the definitions of abnormality have strengths and weaknesses. Link to debates to see issues with the classification systems (validity, reliability and cultural issues). Review the
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			evaluation of studies and theories using reliability and validity and the use of those issues in diagnosis to check understanding (and generalisability and culture, subjectivity in interpreting symptoms, credibility).
45	Topic H: Clinical psychology Debates, reliability, validity, culture	Students will be able to: Understand three debates about diagnosis, reliability, validity and cultural issues. Know the classic study Rosenhan (1973)	<i>8.1.3 Debates in diagnosis:</i> • <i>cultural issues in diagnosis</i> • <i>reliability in diagnosis</i> • <i>validity in diagnosis</i>. • Provide students with descriptions of individuals from different cultural backgrounds displaying symptoms of mental health conditions. • Ask students to diagnose based on specific criteria (e.g., DSM, ICD), discussing challenges in cultural interpretations and biases. <i>Classic study</i> <i>8.2.1 Rosenhan (1973) On being sane in insane places.</i> • There is a summary of this study on the IAL Psychology website. • Divide students into groups to act out key aspects of Rosenhan's study. Assign roles like pseudopatients, hospital staff, and researchers. <i>8.3.1 The use of research methods methods in psychology when carrying out research in clinical psychology:</i> • <i>research methods from units 1 and 2 as appropriate</i> • <i>randomised controlled trials (RCTs) related to clinical psychology</i> • <i>neuroimaging, including structural and functional brain scanning related to clinical psychology</i>. <i>8.3.4 Decision making and interpretation of data:</i> • <i>List A from Topic A as appropriate</i> • <i>List B from Topic B as appropriate</i>. <i>8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.</i> • Challenge students to propose a modern replication of Rosenhan's study with updated ethical guidelines. • Present clinical psychology research scenarios and ask students to identify and justify appropriate methods (e.g., experiments, observations, case studies). • Students could draw up three posters (perhaps focusing on one, in groups) focusing on validity, reliability and cultural issues in diagnosis. They can bring in studies as evidence. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, issues and debates. It would be useful to use Rosenhan (1973) to see the write up of a study, but it is not as straightforward as an experiment. The students could see how it was set out though, ready to compare with a 'lab' report. In Unit 4 clinical psychology extended writing tends to go up to 16 marks so use 8- and 16-mark homework questions and bring in injunctions to practice them. There is one section with a 16-mark question.
46	Topic H: Clinical psychology Symptoms and features	Students will be able to: Understand ways of coping with stress including appraisal, problem and emotion focusing, as well as	<i>8.1.4 Schizophrenia:</i> • <i>description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking</i> • <i>the function of neurotransmitters as a theory/explanation</i> • <i>one other biological theory/explanation of schizophrenia</i>. • Use a suitable website e.g. the NHS website to look at symptoms and features of schizophrenia and browse to look at other issues as well, including health psychology and



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	of schizophrenia and HCPC ethics for clinical psychologists	positive and negative techniques. Know the neurotransmitter and one other biological explanation.	stress, to link the applications. - Look at clinical psychology in general and in practice rather than theory. Students could explore the role of the clinical psychologists and write a job specification or a job interview. - Students could design a leaflet about schizophrenia and features and symptoms. - Students create a visual representation (e.g., diagram or poster) showing the brain areas involved in schizophrenia, explaining the role of neurotransmitters like dopamine in the development of symptoms. - Host a class debate where one group defends the biological explanations of schizophrenia (e.g., neurotransmitter theories) and the other defends psychological factors or environmental influences. <i>8.3.3 Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners</i> - Create a presentation on HCPC standards of proficiency aimed at clinical psychologists. - Divide students into small groups and assign each group a set of HCPC guidelines (e.g., confidentiality, informed consent, maintaining professional standards). Have each group explain their guideline and provide a clinical example. - The HCPC guidelines would be a good place to use the Six Hats as students could discuss issues and ideas using the BPS guidelines and then see what guidelines are actually in place. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, ethical issues and issues and debates. Emphasise the difference between symptoms and features in general, ready for the 'other' disorder as well. Also, a good place for understanding what clinical psychology is about in general, when looking at HCPC guidelines for practitioners. Neurotransmitter functioning as an explanation could be considered.
47	Topic H: Clinical psychology Treatments for schizophrenia and the contemporary study.	Students will be able to: Understand the use of RCTs and neuroimaging (structural and functional scanning) in clinical psychology. Know the contemporary study Suzuki et al. (2014).	<i>8.1.6 Therapy for schizophrenia: • drug therapy • family therapy</i> - A presentation could be put together including how drugs work. - Students create a list of pros and cons for each type of therapy. - Compare the two types of therapy. - For different 'patients', decide what type of therapy would be most suitable for them. <i>Contemporary study</i> <i>8.2.2 Suzuki et al. (2014) High prevalence of underweight and undernutrition in Japanese inpatients with schizophrenia.</i> - A summary of this study is available on the IAL Psychology website. - Look back to the session on neurotransmitter explanations of schizophrenia to link to drug therapy. - Students can use a study template to summarise the study including strengths and weaknesses, and link to research methods. <i>8.3.1 The use of research methods in psychology when carrying out research in clinical</i>



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		<i>psychology: • research methods from units 1 and 2 as appropriate • randomised controlled trials (RCTs) related to clinical psychology • neuroimaging, including structural and functional brain scanning related to clinical psychology.</i> - Students could make a list of different scan types, using other sources of information as well (focus on structural and functional). - Students examine sample neuroimaging results (e.g., brain scans) to identify structural and functional changes in individuals with clinical disorders like schizophrenia and discuss how these scans contribute to understanding the biological basis of mental health conditions. - Students create a presentation comparing different research methods (e.g., RCTs, neuroimaging) in clinical psychology, highlighting the strengths and limitations of each in studying mental health disorders. - Have students design a research study in clinical psychology using methods from Units 1 and 2, incorporating tools like RCTs or neuroimaging, and presenting their hypothesis and methods to the class. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, ethics issues and other issues and debates. Looking at research methods here can mean bringing up research terms such as control groups and possibly single or double blind techniques and so on. Comparing explanations is a useful thing to do, be sure to find evidence, and look at strengths and weaknesses as well as of the methods. Link the drug therapy to the neurotransmitter explanation and to drug therapy for their 'other' disorder.
48	Topic H: Clinical psychology Unipolar depression or anorexia nervosa	Students will be able to: Understand one 'other' disorder from unipolar depression and anorexia nervosa, giving features and symptoms and one biological and one non-biological explanation for the disorder. <i>8.1.5 One other mental health disorder, symptoms, features, explanations selected from unipolar depression OR anorexia nervosa: • description of symptoms and features • two different explanations for the disorder (one biological, one non-biological).</i> - Students create a leaflet summarizing the symptoms and causes of the other mental health disorder. - Students research different biological explanations, including neurotransmitter theory, and create a poster or presentation comparing these explanations. - Students review and discuss the symptoms of the mental health disorder and how they align with DSM diagnostic criteria, considering ethical implications for those personally affected. - Students compare the neurotransmitter explanation of the relevant mental health issue with other biological explanations (e.g., hormonal imbalances) through group research and presentation. - There is an argument for life experiences relating to depression and/or anorexia nervosa. Students could write an essay as an evaluation of one biological cause they are covering and as a start looking at a non-biological cause e.g. social learning explanation. If health psychology was covered, there could be links to stress and life events. <i>8.3.1 Methods from Units 1 and 2 related to clinical psychology</i> <i>8.3.4 List A and List B from the AS as with developmental psychology</i> <i>8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity,</i>



		<i>generalisability, credibility, objectivity, subjectivity, ethics and practical application of findings.</i> - Students review and summarize research studies on the other mental health issue, focusing on how various research methods (e.g., interviews, surveys, longitudinal studies) are used to understand the disorder. - Discuss the ethical considerations in studying the chosen mental health issue, particularly regarding the potential impact on individuals who may be affected by the condition. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, evaluation issues, ethical issues and issues and debates.
49	Topic H: Clinical psychology Treatments for either unipolar depression or anorexia nervosa and the contemporary study	Students will be able to: Understand drug therapy and CBT for either unipolar depression or anorexia nervosa. Know a related contemporary study (see the specification and choose one from two contemporary studies). <i>8.1.7 Therapy for unipolar depression OR anorexia nervosa: • drug therapy • cognitive Behavioural Therapy (CBT).</i> - They can make a list of drugs and compare them (with side effects) with drugs for schizophrenia. Drugs for depression are often used for anorexia nervosa as well so if choosing anorexia some of the material about drugs for depression will apply. - Class debate where one group defends the effectiveness of CBT for treating unipolar depression or anorexia nervosa, while the other defends drug therapy, based on current research. - Students work in small groups to create a treatment plan for a hypothetical patient diagnosed with unipolar depression or anorexia nervosa, integrating both drug therapy and CBT approaches. <i>One from a choice of two contemporary studies, choosing one that suits the chosen 'other' disorder:</i> <i>Unipolar depression</i> <i>8.2.3 Hans and Hiller (2013) Effectiveness of and drop out from outpatient cognitive-behavioural therapy for adult unipolar depression: A meta-analysis of nonrandomised effectiveness studies.</i> <i>8.2.4 Ma, Quan and Liu (2014) Mediating effect of social support on the relationship between self-evaluation and depression.</i> <i>Anorexia nervosa</i> <i>8.2.5 Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls.</i> <i>8.2.6 Reichel et al. (2014) 'Glass fairies' and 'bone children': Adolescents and young adults with anorexia nervosa show positive reactions towards extremely emaciated body pictures measured by the body startle reflex paradigm.</i> - A summary of the studies is available on the IAL Psychology website. - Students are put into groups and each group given a different part of the study e.g. method, conclusion etc. Each person in that group is to become an expert on their section. Students enter new groups and then teach each other about each section and fill in a study template. - Students read a summary of the chosen study and assess its strengths and weaknesses in terms of research design, reliability, validity, and ethics, then suggest improvements. - Provide students with simulated or real data from a study and ask them to interpret the

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			results, discussing how they would apply these findings to improve treatment or understanding of the disorder. Students analyse the ethical considerations in a contemporary study related to their chosen disorder, discussing issues such as informed consent, participant vulnerability, and potential harm. <u>Teaching points to note:</u> Remember to bring in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, issues and debates.
50	Topic H: Clinical psychology Method focus and practical investigation	Students will be able to: Revise methods relating to clinical psychology. Carry out a content analysis as a practical investigation.	<i>8.3.1 The use of research methods methods in psychology when carrying out research in clinical psychology: • research methods from units 1 and 2 as appropriate • randomised controlled trials (RCTs) related to clinical psychology • neuroimaging, including structural and functional brain scanning related to clinical psychology.</i> <i>8.3.2 Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.</i> <i>8.3.3 Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners.</i> <i>8.3.4 Decision making and interpretation of data: • List A from Topic A as appropriate • List B from Topic B as appropriate.</i> <i>8.3.5 Evaluation of research in clinical psychology including issues of reliability, validity, generalisability, credibility, objectivity, subjectivity, and practical application of findings</i> <i>8.4.1 One practical research exercise to gather data relevant to topics covered in clinical psychology - a content analysis that explores attitudes to mental health. This practical research exercise must adhere to ethical principles in both content and intention.</i> - Review RCTs and scanning as experimental, controlled and so on and compare with content analysis, which is much less controlled and maybe more valid, but perhaps with more subjectivity. Use the evaluation terms in this task. - Bring in a newspaper and on use any of the articles to do a content analysis on whatever they are focused on - discuss issues such as deciding on categories. - Use the content analysis that has been carried out and write it up (just some detail in the introduction and so on, to practice). Discuss how the content analysis practical could be peer reviewed and consider students peer reviewing each other's studies. - Students write a concise abstract for a given research study, summarizing the main aims, methods, and results, then compare their abstracts with the original to discuss clarity and accuracy. - Students discuss different research methods (e.g., experiments, surveys, case studies) and how these are presented in the methods section of published research, then evaluate which methods are most suitable for various research questions. <u>Teaching points to note:</u> The methods should all have been covered in this topic in this scheme of work so will be revision, but the practical investigation has not been covered, so needs to be the main focus of this week with the other methodology used to contrast with content analysis and bring out issues in methodology (e.g. RCTs, scanning and content analysis compared). Remember to bring

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			in the Units 1 and 2 materials when appropriate, such as methods from Units 1 and 2, issues and debates.
51	Topic I: Psychological Skills Methods	Students will be able to: Understand various issues about method without the actual research methods themselves. Understand the different research methods.	<i>9.1.1 Types of data: qualitative and quantitative data; primary and secondary data.</i> <i>9.1.2 Sampling techniques: random, stratified, volunteer and opportunity.</i> <i>9.1.3 Experimental/research designs: independent groups, repeated measures and matched pairs.</i> <i>9.1.4 Hypotheses: null, alternate, experimental; directional and non-directional.</i> <i>9.1.5 Questionnaires and interviews: open, closed (including ranked scale questions); structured, semi-structured and unstructured interviews; self-report data.</i> <i>9.1.6 Experiments: laboratory and field; independent and dependent variables.</i> <i>9.1.7 Observations: tallying, event and time sampling, covert, overt, participant, non-participant, structured observations, naturalistic observations. Gathering both qualitative and quantitative data.</i> <i>9.1.8 Correlation research: type of correlation: positive, negative and use of correlations including issues with cause and effect and other variables.</i> <i>9.1.9 Additional research methods and techniques: twin studies and aggression, animal experiments, case studies as used in different areas of psychology including case studies of brain-damaged patients in relation to memory, brain scanning/neuroimaging (CAT, PET, fMRI), randomised controlled trials (RCTs), content analysis, clinical interviewing, ethnographic fieldwork when getting data with children, longitudinal and cross-sectional research, cross-cultural and meta-analysis.</i> <i>9.1.10 Control issues: counterbalancing, randomising, order effects, experimenter/researcher effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.</i> • Use all the revision techniques suggested up to now including quizzes, presentations, debates, preparing a glossary of terms, using card matching to learn terms, explaining specifics to other class members to help understanding, using posters or worksheets. • Prepare a study on a set topic (give a few topics to choose from) and decide on sampling, type of data and control issues as well as whether a correlation or test of difference is best. • Find examples of studies that feature the issues. • Practice the direction of hypotheses and using sampling techniques. • Have some hypotheses and work on what method is best and argue the case. • Find examples of studies that use the methods. • Use all the terms to check understanding (on cards and sort them, for example). <u>Teaching points to note:</u> Draw on material from across the course as this is synoptic (and use examples from across the course). All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring 'teaching' as such. This will be assessed using unseen material and short answer questions so practice this.
52	Topic I: Psychological skills	Students will be able to: Understand statistics and issues around interpreting data	<i>9.1.11 Descriptive statistics (List A): • measures of central tendency (mean, median, mode), frequency tables, summary tables, graphs (bar chart, histogram, scatter diagram), normal distribution, skewed distribution, sense checking data, measures of dispersion (range, standard</i>

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Inferential statistics and ethics	Understand issues in research including ethics, qualitative data analysis, evaluation of research and methods, and how to write a report.	<i>deviation) and percentages • produce, handle, interpret data; draw comparisons including the mean of two sets of data. Learners do not need to know formulae but are expected to be competent in mathematical steps.</i> <i>9.1.12 Inferential statistics (List B): • levels of measurement, appropriate choice of statistical test; the criteria for and use of the Wilcoxon, Spearman's, chi-squared (for difference) tests; directional and non-directional testing • use of critical value tables, one- and two-tailed testing. • levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than ($p \leq .10$ $p \leq .05$ $p \leq .01$); rejecting hypotheses, type I and type II errors, the relationship between significance levels and p values • observed and critical values.</i> <i>9.1.13 Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity, credibility.</i> <i>9.1.14 Analysis of qualitative data — thematic analysis.</i> <i>9.1.15 Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion, the process of peer review.</i> <i>9.1.16 Ethical issues in research using humans (BPS Code of Ethics and Conduct, 2009), including risk assessment when carrying out research in psychology. The UNCRC and participation versus protection rights when researching with children and ethical issues when children are the participants. Health and Care Professions Council (HCPC).</i> <i>9.1.17 Ethical issues in research using animals (Scientific Procedures Act 1986 and Home Office Regulations).</i> • This material will already have been covered, so this is revision. • Make sure all the terms are understood e.g. mean, median, mode, range, standard deviation, graphs and tables. This can be done using a table with the terms listed and students to explain them or the explanation given and terms to be allocated. • Using a crossword or word search can be useful for learning terms and there are ample tools online to create your own. • Students can find out the meaning of, for example, Type I and Type II errors and then give an example of each to show understanding. • Create a glossary that suits statistics, working in groups, and using the Internet would be a suitable activity. • Provide students with a table of the of the studies and students have to say which test is suitable and why. • Students practice using critical values tables by calculating observed values for various statistical tests, including determining appropriate levels of significance and whether to use one-tailed or two-tailed tests. • Students use sample data to formulate hypotheses and determine which statistical test (e.g., t-test, chi-square) is appropriate, then calculate the results using critical values tables. • Students review a research study, identifying its strengths and weaknesses in terms of generalisability and validity, and present their findings to the class. • Students compare qualitative and quantitative data by exploring the different analysis techniques for each, discussing the pros and cons of each approach in a group discussion. <u>Teaching points to note:</u> Draw on material from across the course as this is synoptic (and use examples from across the
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			course) All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring 'teaching' as such. This will be assessed using unseen material and short answer questions so practice this.
53	Topic I: Psychological skills Issues and debates	Students will be able to: Understand ethical issues, practical issues, cultural and social issues and how to research nature-nurture Understand different ways of explaining behaviour, the difference between reductionist/holist focus and psychology as a science.	9.3.1 Ethical issues in research (animal and human) 9.3.2 Practical issues in the design and implementation of research 9.3.3 Reductionism versus holism 9.3.4 Ways of explaining behaviour using different approaches 9.3.5 The issue of psychology as a science 9.3.6 Cultural and gender issues in research 9.3.7 The role of nature and nurture in psychology • Students practice writing a 20-mark essay on human and animal ethics, using examples from the course to demonstrate understanding of ethical principles in research. • Students analyse various studies covered in the course to identify and discuss practical issues (e.g., sampling, reliability) that may impact the research methodology and conclusions. • Using hypotheses generated from previous exercises, students identify and discuss potential practical issues that may arise when testing them in real-world settings. • Students revisit the concept of cultural issues in psychological research, discussing how obedience or other topics can be influenced by cultural factors and how this affects generalization. • Students prepare and participate in a debate discussing whether psychology is a science, using course material to support both sides of the argument and engaging in critical discussion. • Students research and debate the concepts of reductionism and holism, preparing arguments on how these approaches can influence the understanding and evaluation of psychological studies. • Students review different approaches in psychology (e.g., biological, cognitive, behavioural) and write an evaluation of how each approach contributes to understanding human behaviour, considering the strengths and weaknesses of each. • Students use the debate over reductionism and holism to critically evaluate psychological studies, discussing how the application of reductionism or holism affects the interpretation of findings. <u>Teaching points to note:</u> In issues and debates use examples from across the course where possible, as this is a synoptic element. There is one 20-mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be 'evaluate', 'to what extent' and 'assess', refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
54	Topic I: Psychological skills Issues, debates and	Students will be able to: Understand how psychology has developed over time, can be used to inform society and also involves	9.3.8 An understanding of how psychology has developed over time 9.3.9 The use of psychology in social control 9.3.10 The use of psychological knowledge in society 9.3.11 Issues relating to socially sensitive research

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	key questions	social control and socially sensitive research. Students to practice a key question for 8 marks using material they have studied - Students explore the concept of social control by reviewing case studies or theoretical examples, drawing up tables to compare different forms of social control, and discussing socially sensitive research using provided resources. - Students choose a psychological topic (e.g., obedience) and trace how understanding of the topic has changed over time, discussing key studies and how societal influences have shaped psychological theories. - Students examine psychological findings (e.g., aggression, attachment) and discuss their implications for society, focusing on how research can inform policy, education, or healthcare. - Students prepare for and participate in a debate on social control issues, using psychological research to support their arguments and exploring how psychological knowledge influences societal norms and behaviours. <i>9.2.1 Key questions for society using concepts, theories or research (not criminological or health psychology)</i> - Students generate key questions based on the material they have studied, then practice writing 8-mark answers, focusing on relevance, theory application, and presenting both sides of the argument. - Students are given unseen key questions, such as those related to societal issues (e.g., "Can violent video games cause aggression?"), and practice answering them using research and theories from the course. - Students work in pairs to analyse key questions (e.g., "Can psychological knowledge help a child with Dyslexia improve their learning?") by applying relevant psychological theories and research, then present their analysis to the class. - Students choose a key question from societal issues (e.g., "Is the use of day care for children under three years old good or bad for them?") and prepare arguments for and against, using psychological theories and research to support their points. <u>Teaching points to note:</u> Draw on key questions within the different topics in the course as this is synoptic. All this should have been already covered so is revision and students can draw on their notes and what they know rather than requiring 'teaching' as such though students may need the idea of 'key question' explored. There is just one 8-mark answer for this section so practice 8-mark homework and writing using levels. Use the Component Guide for exemplification. In issues and debates use examples from across the course where possible, as this is a synoptic element. There is one 20-mark question for this part so practice 20 marks in class and for homework and using levels and injunctions that suit 20 marks. This can only be 'evaluate', 'to what extent' and 'assess', refer to the levels based mark band resource available on the IAL Psychology Pearson website. There cannot be any other injunctions used for the 20 marks.
55	Consolidation, assessment and feedback	Students will be able to: Use the time for catching up and/or revision of topic. - Students to review their class notes on and prepare a set of ten multiple choice questions/ single answer questions. Questions can be pooled for a class quiz. - Students to use the specification to target set. Using coloured highlighter pens, students to colour green for those areas of the specification that are well known (just needs revision), yellow where they are less sure of their knowledge (more revision needed), and red for



	Recall clinical psychology in preparation for an end of unit four test. Recall psychological skills in preparation for an end of unit four test.	areas of the specification that they are very uncertain about. The colour coding helps target revision in the right areas. • Students to use mind maps and comparison tables to help with visual revision. • Students to practice using the taxonomy, identifying what skills and knowledge the injunction is targeting in an answer. • Students to create examination style answers using the entire taxonomy. • Students to write their own 'exam questions'. Use the SAMs questions and mark schemes to practice. • Use the time to catch up as necessary. • Students to complete an end of unit test under examination conditions. Teacher then to provide feedback to support students development in weaker areas once marked. <u>Teaching points to note:</u> Provide students with other revision resources e.g. IAL Psychology textbook.
56 +	<i>These lessons are allocated for revision and exam time but can also be used flexibly if you want to spend more time on certain topics or embed more frequent assessments throughout the year.</i>	

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